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The purpose of this report is to convey the findings, conclusions, and recommendations relative to a pilot program in high school vocational education over a 3-year period from June 1965 through June 1968 in 34 comprehensive high schools in the State of Wisconsin. The findings in this report are based on data compiled from the results of a series of nine survey instruments. Data are presented on the following topics: (1) The Guidance and Counseling Program, (2) The Student Body, (3) The Instructional Program, (4) The Local Program Coordination, (5) The Local Administration, (6) The Advisory Committees, (7) The Capstone Course Teachers, and (8) The Program in General. One example of the recommendations is that the role of general education in the development of vocational education students is important, and efforts to better articulate the activities of academic and vocational education courses should be increased. A related document is VT 007 589. (CH)

Vocational Education Reports

THE FINAL REPORT ON A 3 YEAR PILOT PROGRAM IN HIGH SCHOOL VOCATIONAL EDUCATION

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THE FINAL REPORT
ON A THREE-YEAR PILOT PROGRAM
IN HIGH SCHOOL VOCATIONAL EDUCATION.

Conducted in Wisconsin from June, 1965, through June, 1968, in thirty-four comprehensive high schools under the direction of the Wisconsin Department of Public Instruction and supported in part by the Vocational Education Act of 1963. Funds were made available through the Wisconsin Board of Vocational, Technical and Adult Education, Madison. 3 *

THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

3 Wisconsin State ~~The~~ Dep~~artment~~ I of Public Instruction, Madison.
Div~~ision~~ of Instructional Services.

Madison, Wisconsin
August, 1968

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THE FINAL REPORT ON A THREE-YEAR PILOT PROGRAM IN HIGH SCHOOL VOCATIONAL EDUCATION

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PART I. THE FINDINGS

Preface: Thirty-four comprehensive high schools in the state of Wisconsin engaged in a pilot program in high school vocational education over a three-year period from June, 1965 through June, 1968. Previous to this pilot program venture, the funding of high school vocational education in Wisconsin was limited to only agriculture and home economics. The thirty-four pilot schools "pioneered" an important venture in Wisconsin with the encouragement and partial financial support from the Vocational Education Act of 1963.

The findings in this report are based on data compiled through the administration of a series of nine survey instruments which were responded to by various personnel within each of the thirty-four pilot schools. Further information concerning survey instruments used and the procedure for administrating the survey instruments is contained in a separate publication entitled "A Manual for Administering the Evaluation of Thirty-Four Pilot High Schools in Vocational Education in Wisconsin" which is available from the Wisconsin Department of Public Instruction upon request.

Section 1 - The Guidance and Counseling Program

Introduction:

All guidance directors and school counselors in each of the 34 pilot schools responded to survey instruments designed for them. The guidance director, or someone designated in each school in the absence of an identified director, responded to the survey questionnaire Form E-1; all school counselors (other than those who responded as directors to Form E-1) responded to Form E-2.

Respondents:

Sixty-five per cent of the 34 directors responding to Form E-1 indicated that half or more of their time was spent performing their duties as guidance director. Fifty-six per cent of the respondents served as guidance director of their schools for 3 years or more, and thirty-three per cent served one year or less. Ninety-four per cent of the respondents indicated that they counseled students as part of their present assignment.

Eighty-three school counselors responded to Form E-2, and 90% indicated that they devoted 50% or more of their time to their duties as school counselors. Seventy per cent had been a counselor in their schools for three or more years, and 15% had been a counselor for one year or less.

Introduction to Vocations: (See Table I, page 2)

Twenty-one per cent of the directors indicated that a class in "an introduction to vocations" is provided for students in their schools; 6% indicated it as required of all and taught by subject-matter teachers, and 3% indicated it was an elective class and taught by subject-matter teachers. Six per cent indicated that the class is taught two days per week, 9% indicated that it is taught five days per week, and 6% indicated that there was some other arrangement for the class. Nine per cent indicated that it is taught nine weeks per year and 3% indicated that it is taught 36 weeks per year.

Twenty directors (60%) indicated that "an introduction to vocations" is provided through a special unit in a class dealing with some general subject matter; in 15 cases (44%) the class is required of all students.

Eighty per cent of the pilot schools reported that they provide "an introduction to vocations" through some means other than, or in addition to, the required class or special unit in a general subject-matter class. Seventy-two per cent of the directors indicated that an introduction to vocations is provided through individual counseling sessions, and 72% indicated that it is accomplished by distributing or displaying the latest material. Fifty-four per cent referred to special programs, such as career days or nights, and 45% indicated they accomplished it through group guidance sessions conducted by school counselors.

TABLE I

PERCENT OF PILOT SCHOOLS WHICH PROVIDE AN INTRODUCTION TO VOCATIONS FOR THEIR STUDENTS IN VARIOUS WAYS
(Questions 1-2, 1-3, and 1-4)

Ways Provided	Percent
Individual counseling sessions	72
Distribution or display of materials	72
Units in general subject matter classes	60
Special programs (e.g., career days)	54
Group guidance sessions	45
Other ways	30
Required class in "introduction to vocations"	18
Elective class in "introduction to vocations"	3

Eighty-three per cent of the directors indicated that an identifiable introduction to vocations activities is presented to their students at or before the ninth grade. Thirty per cent indicated that the activity was presented at grade seven.

Seventy-seven per cent of the directors indicated that students were taught how to use materials and information on occupations in individual counseling sessions; 62% indicated that it was taught in group counseling sessions, and 27% indicated that it was taught as part of a class or unit in vocations. Only 23% indicated that it was taught by the librarian.

Fifty-nine per cent of the 34 directors indicated that counselors in their schools were given special assignments or responsibilities with respect to the vocational guidance function.

Fifty per cent of the school counselors indicated that they had a special assigned responsibility for working with vocational education teachers or coordinators in their schools, 37% indicated they had responsibility for maintaining an occupational file of information, and 36% indicated they had responsibilities for counseling all vocational education students. Twenty-nine counselors (35%) maintained liaison with vocational technical schools, 26% had charge of special vocational guidance programs and activities, and 19% had responsibilities for maintaining a liaison with employers. Fourteen per cent indicated that they had no special responsibility in terms of vocational guidance activities.

Testing Program: (See Table II, page 4)

Among the scholastic aptitude tests reported as used in the guidance and counseling program, the most used was the Henmon-Nelson Test of Mental Ability (80% of the respondents); the School and College Ability Test (SCAT) was indicated as used in 41% of the schools, and the Lorge-Thorndike Test by 33%. Scholastic aptitude tests are generally administered to all students and are used primarily to determine ability groupings; they also provide data for general counseling. In most schools the test is administered at various times in a number of grade levels.

Sequential Tests of Educational Progress (STEP) are the most used among the achievement tests with 50% of the schools indicating its usage; 39% of the respondents indicated the use of the Iowa Test of Educational Development. Achievement tests are generally administered to all students in the pilot schools, and the most prevalent "major intended use" of these tests is to obtain comparison data about students. In addition, the achievement tests are used as data for general counseling and for scheduling. These tests are generally administered at the 11th grade level but are also administered at a combination of grade levels.

The Kuder Preference Record was indicated as being used by 66% of the schools in the Interest Inventory category. Thirty-three per cent of the schools used the Strong Vocational Interest blanks. Ten of the respondents (30%) indicated that interest inventories are administered to all students and 23% indicated that the tests are used for selected students; 48% indicated that the test is used at the student's option. Interest inventories are generally used for counseling purposes and are administered at the 9th and 12th grade levels.

Sixty-eight per cent of the directors indicated use of the General Aptitude Test Battery (GATB) for their students, and 26% indicated use of the Differential Aptitude Test. These tests are generally used to provide data for ability groupings, for general and special counseling, and for scheduling. They are administered at grade 9 by 33% of the respondents and grade 12 by 33%. Of the schools using the GATB, 15% administer it at grade 9, 30% administer it at grade 12, and 23% administer it at two or more grade levels.

TABLE II MAJOR INTENDED USED OF GUIDANCE TESTS BY THE PILOT SCHOOLS

Tests	Number Using	Percent of Districts Indicating Major Intended Use of Tests: Placement in Voc Ed Courses	Determine Ability Grouping	Data for General Counseling	Data for Scheduling	Data for Special Counseling	Comparison Data	College Entrance Data	Post-High Entrance Data	Other	Percent Administering at Various Grade Levels: 9	10	11	12	Comb
Henmon-Nelson	27	0	10	13	3	0	1	0	0	6	1	0	5	0	17
SCAT	14	0	6	2	3	0	2	2	1	2	0	3	4	0	5
Lorge-Thorndike	11	0	5	3	3	0	0	0	0	2	3	0	0	0	6
Other Scholastic Aptitude	9	0	3	3	1	0	1	1	1	1	2	0	2	1	5
Iowa	13	1	2	5	1	0	4	0	0	2	0	0	3	0	6
STEP	17	0	2	3	2	0	5	0	0	2	0	1	1	0	12
Metro-Achievement	5	0	1	1	0	0	4	0	0	1	0	0	0	0	5
Other Achievement	10	1	1	2	4	0	4	0	0	1	2	3	0	0	6
Kuder Preference	22	0	0	4	0	5	0	1	0	9	5	1	0	2	10
Strong Vocational	11	0	0	1	0	1	0	0	0	6	0	0	0	5	3
Other interest Inventories	3	0	0	0	0	1	0	0	0	1	2	0	0	0	1
DAT	12	0	3	2	2	1	0	0	0	2	6	0	0	1	5
GATB	23	1	4	3	1	5	0	0	1	8	5	0	0	10	8
Other Aptitude	4	1	2	0	0	2	0	0	0	2	0	1	0	1	1

Counseling Practices: (See Table III, page 6)

Guidance directors reported that they counseled students as part of their assignment in 94% of the schools. In counseling with students, the activities on which directors indicate they spend the most time are, in order of the most time spent: consider a college or university to attend, apply for admission to a college or university, help to solve personal problems, get information about vocational-technical school programs, and decide which courses to take to get into a college or university. The activities which received the least amount of time in counseling as reported by the directors were: help students learn about apprenticeships, make application for a job or contact a prospective employer, and find out about jobs available in the community.

School counselors reported spending the greatest amount of time in helping students decide which courses to take to get into a college or university, help solve personal problems, decide which courses to take to get a job upon graduation, consider a college or university to attend, and get information about vocational-technical school programs. The least amount of time was spent on making applications for a job or contacting a prospective employer, learning about apprenticeships, and finding out about jobs available in the community.

Career Objective Records:

The student career objective, which must be kept on record in the school as a requirement for course funding, is attended to by the local vocational educational coordinator in 50% of the schools, by a school counselor in 36% of the schools, by a classroom teacher in 3%. In four cases, the guidance directors did not know who had the responsibility for the recording of the career objectives. Thirty-three per cent of the directors indicated that career objective records are kept in the guidance office, 26% indicated they are kept in the LVEC office, and 26% indicated they are kept in a vocational education department.

Guidance Program Rating:

Two directors (6%) rated the vocational guidance portion of the overall program of their schools as excellent, and 47% indicated it as very satisfactory.

Twelve per cent of the directors rated the occupational counseling portion of their program as excellent and 12% indicated it as very satisfactory. Only one respondent (3%) indicated the vocational guidance portion and the occupational counseling portion to be relatively poor. None indicated that either was poor.

AMOUNT OF TIME SPENT ON SPECIFIC TASKS IN COUNSELING WITH STUDENTS - RANKED IN ORDER OF MOST TIME SPENT
(Responses to tables in questions 1-9, 2-2, 3-19 were weighted 10-5-1-0 and then ranked)

RANKING OF ITEMS (Weighted scores in parentheses)

(Original position in tables) Task or Item	All Guidance Directors	School Counselors			Students
		All	Large	Medium	
Consider a college or university to attend (1)	1 (190)	4 (387)	4 (340)	3 (47)	1 (6496)
Apply for admission to a college or university (5)	1 (190)	6 (342)	6 (296)	4 (46)	3 (5075)
Help solve personal problem(s) (8)	3 (185)	2 (469)	2 (411)	2 (58)	7 (3034)
Get information about vocational-technical school programs (10)	4 (175)	5 (363)	5 (317)	4 (46)	5 (3555)
Make application for admission to a vocational-technical school (3)	5 (168)	7 (303)	7 (266)	7 (37)	10 (1495)
Decide which courses to take to get into a college or university (7)	6 (165)	1 (471)	1 (425)	4 (46)	2 (6325)
Decide which courses to take to get a job upon graduation (9)	7 (152)	3 (449)	3 (389)	1 (60)	4 (4506)
Find out about jobs available in the community (6)	8 (84)	8 (245)	8 (219)	8 (26)	6 (3359)
Make application for a job or contact a prospective employer (2)	9 (49)	11 (165)	11 (150)	9 (15)	9 (1784)
Other (11 - 12)	10 (41)	9 (172)	9 (161)	11 (11)	11 (1184)
Learn about apprenticeships (4)	11 (38)	9 (172)	10 (160)	10 (12)	8 (2321)

Sixteen per cent of the 83 counselors rated their overall program of guidance and counseling as excellent, 44% indicated it was very satisfactory, and five counselors (6%) indicated that it was relatively poor. Nine per cent rated the vocational guidance portion of their program as excellent and 36% rated it as very satisfactory. Twelve per cent considered the vocational guidance portion as relatively poor, and 1% considered it to be poor. Three respondents (4%) rated the occupational counseling portion of the overall program as being excellent and 31% rated it as being very satisfactory. Nine per cent rated the occupational counseling portion as being relatively poor.

Future Guidance Plans: (See Table IV, page 8)

Eighty-five per cent of the directors indicated that plans are being made for modifying within the next year or so the guidance and counseling program to help strengthen or improve vocational guidance aspects. Sixty-three per cent indicated plans to use more group counseling, 42% indicated plans to help all counselors to improve their knowledge of occupations, 30% indicated a desire to add more counselors, 30% indicated a desire to develop a career or vocations resource center, 27% reported plans to introduce a class in vocations, and 24% plan to introduce units on vocations. Five of the respondents (15%) indicated the possibility of using more tests, and 9% indicated the possibility of designating vocational counselors.

LVEC Relationships:

A rather high percentage (68%) of the directors indicated that the LVEC of their school district had been of help to them; 15% indicated that an LVEC was not used in their school.

Forty-eight per cent of the counselors also felt the LVEC of their school district had been of help to them in their counseling assignment.

Follow-Up Studies:

Eighty-six per cent of the directors indicated that follow-up studies of graduates had been done in the past five years in addition to the annual follow-up reports required in the vocational education program. Seventy-one per cent indicated that all students were included in follow-up studies. Seventy-one per cent of the directors indicated that follow-ups are done only for the first year after graduation; 6% of the respondents indicated that follow-up studies are done two to three years after graduation, and 15% indicated that they are done four to five years after graduation. One-half of the respondents indicated that copies of follow-up studies were available for use at this time.

TABLE IV

WAYS IN WHICH GUIDANCE DIRECTORS PLAN TO MODIFY THE VOCATIONAL GUIDANCE ASPECT OF THEIR GUIDANCE AND COUNSELING PROGRAMS WITHIN THE NEXT YEAR OR SO

(Question 1-14)

Questionnaire category	Percent Responding
Use more group counseling	63
Help all counselors improve occupational knowledge	42
Add more counselors	30
Develop career or vocations resource center	30
Introduce class on vocations	27
Introduce units on vocations	24
Other ways	24
Use more tests	15

Section 2 - The Student Body

a. Sophomores and Seniors

Introduction:

A random-sample method for selecting students was established as part of the evaluation procedures. Ten per cent of all the sophomores and ten per cent of all the seniors in each pilot school were selected to respond to the student questionnaire E-3. A total of 2,305 students (1,254 sophomores and 1,051 seniors) responded to this questionnaire.

Respondents:

In responding to the questions in which the students were asked to indicate their grades in required subjects and in elected subjects, and to indicate their anticipated senior class rank, students generally perceived themselves to be average or above average. Only eight per cent of the students reported their grades in elected subjects to be generally below average, and only 6% indicated an expectation to graduate in the lower quarter of their class. There was no significant difference in these responses by either sophomores or seniors as a group.

Future Plans: (See Table V, page 10)

Forty-eight per cent of the total sample indicated plans to enter a college or university following graduation from high school. Twenty per cent of all students reported plans to enter military service, 5% had no idea of their future plans, 2% indicated a desire for an apprenticeship and one per cent indicated they would "just take it easy."

Of the sophomores, 46% reported plans to go to a college or university following high school graduation, 20% plans to get a job, and 16% plans to enter a post high school vocational-technical school. Nine per cent of the sophomores indicated military service following graduation, 6% were undecided, 2% desired an apprenticeship, and 1% thought they might "just take it easy."

Career Objective Development: (See Table VI, page 11)

Students generally reported a need for more information about jobs than they have presently, although seniors felt the information they have was generally more adequate than did the sophomores. Thirty-two per cent of the seniors felt the information they received was adequate for their needs while only 18% of the sophomores so reported. A majority of all students, however, reported the need for more information than they have at this time; 55% of all respondents indicated such a need. An additional 18% indicated they had received no information but desired it. Only 3% of the total sample felt no need for such information.

TABLE V

REPORTED PLANS OF STUDENTS AFTER GRADUATION FROM HIGH SCHOOL
(Question 3-3)

Questionnaire Category	Percent Reporting All Students	Seniors	Sophs
Enter a college or university	48	52	46
Get a job	20	21	20
Enter post-high school vocational-technical school	16	16	16
Enter military service	7	6	9
Have no idea	5	2	6
Get an apprenticeship	2	2	2
Just take it easy for awhile	1	1	1
Total	99	100	100

Sixty-four per cent of all the students responding to this questionnaire indicated an awareness of a need to begin thinking about preparing for a job by the time they reached the ninth grade. (See Table VII, page 11) Eighty-eight per cent of the sophomore students reported this awareness at or prior to the ninth grade while 52% of the seniors indicated that degree of early awareness. Only 5% of the sample indicated that they could not recall when they first began thinking about such preparation, and only 3% of the sample indicated they had not yet begun such contemplation.

In reporting their occupational desires, students were asked to list three occupations which they had seriously considered for their future occupations. (See Table VIII, page 13) Responses to this question were tabulated in terms of a consistent pattern among the three occupations listed with respect to the academic level of preparation (e.g. high school, vocational-technical school, a college-university) generally required for entrance into each of the three occupations; 68% of the respondents listed occupations which were consistent on that basis.

Students were asked to list the occupation they really hoped to get into in the future; these occupations were tabulated in terms of occupations requiring not more than high school preparation, those requiring post-high school preparation but less than a baccalaureate degree, and those requiring a baccalaureate degree.

TABLE VI

EXTENT TO WHICH SOPHOMORE AND SENIOR STUDENTS HAVE BEEN PROVIDED WITH INFORMATION ABOUT JOBS, JOB REQUIREMENTS, JOB DEMANDS, ETC.

(Question 3-6)

Response Category	Percent Responses		
	All	Sophs	Seniors
Need more information than now have	55	58	51
Information adequate for needs	26	18	32
Have received none but desire information	18	22	10
No need for information	3	2	4

TABLE VII

FIRST REPORTED AWARENESS OF NEED TO BEGIN THINKING ABOUT PREPARING FOR A JOB

Grade Level	Percent Response		
	All	Sophs	Seniors
before 8th	12	13	12
8	16	20	12
9	36	45	28
10	18	4	22
11	8	NA	10
12	2	NA	5
don't know	5	4	7
not yet	3	3	3

Results are as follows: 44% of the students indicated a hope to get into occupations not requiring more than high school level preparation, 23% indicated occupations which require post-high school education, and 33% indicated occupations requiring college preparation.

A further question asked which occupation they really expected to get into in the future: 53% indicated an occupation not requiring more than high school level preparation, 20% indicated occupations requiring post-high school work, and 26% indicated occupations requiring college preparation. These responses, compared with the plans for activities following high school graduation, would suggest that some of the aspiration to enter a college or university is based on other than an expectation to achieve an occupation which requires a college or university degree.

In responding to the questions dealing with occupations which the students hoped to get into and occupations they really expected to enter, students showed a fairly consistent response pattern in terms of occupational fields in which those occupations are found. Sixteen per cent of the students hope to enter office occupations while 20% expect to enter them; 19% hope to enter trade and industry occupations while 18% expect to enter such occupations. Health occupations show 11% of students hoping to enter and 10% expecting to enter. Home economics, distribution, and agriculture had 4%, 3%, and 2%, respectively, of the students indicating a desire and an expectation to enter those occupational fields. Forty-five per cent of the students hope to enter occupations requiring preparation in areas other than the six traditional areas above and 43% expect to enter such occupations.

Responding to the degree to which students thought their parents would approve of their occupational choices, 90% indicated their parents would approve the occupations they hoped to enter while only 80% indicated their parents would approve the occupation they expect to enter. Parental influence is borne out in this comparison.

Vocational Course Enrollments: (See Table IX, page 15)

Sixty per cent of the students reported being enrolled in subjects which are intended to prepare them for a job following high school graduation, and 4% of those students reported subjects in fields other than those normally considered vocational (e.g. science, art, journalism, etc.). Sixty-four per cent of the students enrolled in such courses reported their "best" reason for enrolling as being that of preparing themselves for a job after graduation; 14% indicated that it was just a course that they liked, and 12% indicated they enrolled because they felt it would help them to get into a post-high school program.

Forty per cent of the students indicated they were not enrolled in courses which are intended to prepare them for a job following high school graduation, and the major reason reported among the best reasons for not being enrolled is that college prep courses are more important--40% of the students so reported. Twenty per cent of the students indicated that the kind of course they wanted is not offered in their school, and 19% indicated there was no room in their schedule.

TABLE VIII

OCCUPATIONAL PURSUIT EXPECTATIONS OF STUDENTS
(Questions 3-13, 3-14, and 3-15)

Level of preparation required For jobs reported by students	Percent of respondents	
	Hope to achieve	Expect to achieve
High school	44	53
Post-high school	23	20
College or university	33	28

Occupational field of preparation Leading to occupations which Students listed	Percent of respondents	
	Hope to achieve	Expect to achieve
Office	16	20
Trade and industry	19	18
Health	11	10
Home economics	4	4
Distributive	3	3
Agriculture	2	2
Other	45	43

Nineteen per cent of the students listed vocational education courses not offered in their school which they would take if they were available to them. (See Table X, page 16) Of students having such a desire, 13% expressed a want for courses in office education, 31% in industrial education, 1% in distribution, 3% in health education, and 3% in home economics. One per cent indicated a desire for a course in agriculture.

Sources of Help and Assistance. (See Tables XI and XII, page 17)

Seventy per cent of all the students indicated that they had asked for information or advice about choosing high school courses. The source found most helpful by all students, as well as the sophomores and seniors in a separate tabulation, was parents. The second most helpful source of information was school counselors, and third most helpful was classmates and friends. A breakdown of sophomores and senior responses did not indicate any variation in the top three sources of help.

In rating as helpful sources of information or advice on deciding what they might do after high school graduation, sophomores and seniors showed a considerable consistency between them in help received from such sources. Parents, school counselors, and other adults were the top three most helpful sources in this category. High school teachers were less helpful to sophomores than they were to seniors, but high school teachers rated fourth in the overall rankings as a source of help. Grade school teachers and principals rated as the least helpful sources of this information.

In responding to the question relating to subjects students discuss with school counselors most often when they are with them, students generally reported most frequent discussions on topics which were related to getting into colleges or universities. (See Table III, page 6) This was rather consistent with the ranking of items by school counselors and guidance directors. Student perception of topics discussed when they are with school counselors compared well with those reported by school counselors except in the area of helping to solve personal problems. In the category of helping to solve personal problems, student responses received a ranking of 7 compared to a ranking of 2 by school counselors. Finding out about jobs available in the community and deciding which courses to take to get a job upon graduation were ranked sixth and fourth respectively by students and were ranked eighth and third by school counselors.

"Vocational Education": (See Table XII, page 55)

The random sample of sophomores and seniors found little quarrel with the use of the term "vocational education" in the high school program. Eighty per cent of the students responded positively to the question as to whether or not the term "vocational education" is a good one to describe high school programs which will prepare students for jobs or for post-high school vocational and technical courses.

b. Capstone Course Enrollees

Introduction:

All students enrolled in capstone courses were asked to respond to survey questionnaire Form E-7. A total of 2,510 students in the pilot schools filled out the questionnaire.

Program of Studies:

A review of the student's listing of courses in which they had enrolled over the past few years showed a rather typical pattern of course work in academic, general, pre-vocational education areas.

TABLE IX

REPORTED REASONS BY STUDENTS FOR EITHER ENROLLING IN OR NOT ENROLLING IN "A SUBJECT WHICH IS INTENDED TO PREPARE YOU FOR A JOB FOLLOWING HIGH SCHOOL GRADUATION"*

(Question 3-10)

Percent of students who reported being enrolled in a course "which is intended to prepare you for a job following high school graduation."

All	Soph	Senior
60	62	58

"Best" reasons for being enrolled by percent of students:

	All	Soph	Senior
prepare self for job after graduation	64	65	62
course had general appeal	14	13	15
help qualify for post-high school program	12	10	14

Percent of students who reported not being enrolled in such a course:

All	Soph	Senior
40	38	42

"Best" reasons for not being enrolled by percent of students:

	All	Soph	Senior
college prep courses more important	40	30	52
course desired not available	20	29	18
no room in schedule	19	20	19

*(Note: A sizeable number of the students reported courses other than those normally considered to be "vocational" in response to this question.)

Only 3% of the capstone course enrollees indicated that any courses required for graduation from their high schools were waived as a result of their enrollment in vocational education courses.

Eleven per cent of the students indicated that no other course would be taken in place of their capstone course if they were not currently enrolled in it. Students indicated that they would most likely be placed in additional study halls or be released for part-time jobs if they were not taking the capstone course.

Thirty-one per cent of the students in capstone courses indicated that they would have taken some other course in one of the vocational curriculum areas if their present capstone course had not been available to them.

TABLE X

STUDENT EXPRESSED DESIRE FOR VOCATIONAL COURSES NOT OFFERED BY CURRICULUM AREAS OF COURSES DESIRED

Curriculum area	Percent responses
Trade & Industry	31
Office Education	13
Health Occupations	3
Science	3
Home Economics	3
Distributive Education	1
Agriculture	1

Student Benefit: (See Table XIII, page 18)

Students perceived their capstone course as being most important to them in three principal ways: teaching good work habits (64% response), preparing for a job following graduation (62% response), and helping to better understand job requirements (53% response). Thirty-eight per cent of the students indicated that they were being prepared for post-high school programs, and 20% indicated that the capstone course helped make other course work more meaningful to them.

Capstone Course Improvement: (See Table XIV, page 18)

In suggesting ways in which their capstone courses could be improved, 58% of the students asked for more employer and businessmen talks; forty-three per cent indicated a desire for more field trips; and 24% indicated a desire for more films and film strips. Seventeen per cent asked for more discussion on how to apply for and hold jobs, and 15% wanted more individual help from the instructor.

Student Employment: (See Table XV, page 19)

Fifty-six per cent of the capstone students indicated that they were working on a job outside of school at the time they completed this questionnaire. Of the students working on jobs, 50% indicated that the work they are doing was related to the capstone course and 43% reported that they were working on cooperative education jobs. Forty-six per cent of the students who had jobs had found them by themselves, and 86% of the students reported that they liked the work they were doing. Only 4% of the students felt they had any special problems on their job with which they

TABLE XI

SOURCES OF INFORMATION OR ADVICE FOUND HELPFUL BY STUDENTS IN DECIDING WHAT THEY MIGHT DO AFTER HIGH SCHOOL GRADUATION
(Question 3-12)

Source	Ranking of Helpfulness*		
	All Students	Seniors	Sophs
Parents	1	1	1
School Counselor	2	2	2
Other Adults	3	3	3
High School Teacher	4	4	7
Library Materials	5	6	4
Classmates and Friends	6	5	6
Brothers/Sisters	7	7	5
Grade School Teacher	8	8	8
Principal	9	9	9

TABLE XII

SOURCES OF INFORMATION OR ADVICE FOUND HELPFUL BY STUDENTS IN SEEKING INFORMATION ABOUT CHOOSING HIGH SCHOOL COURSES
(Question 3-9)

Source	Ranking of Helpfulness*		
	All Students	Seniors	Sophs
Parents	1	1	1
School Counselor	2	2	2
Classmates and Friends	3	3	3
Brother/Sisters	4	6	4
Course Descriptions	5	4	5
Other Adults	6	5	7
Printed Brochures or Pamphlets	7	7	6
Student Handbook	8	9	8
High School Teacher	9	8	9
Grade School Teacher	10	10	10
Principal	11	11	11

* (weighting of 10-5-1 was given to responses to the categories "helpful," "quite helpful," and "little help," respectively)

felt their teacher might give them some help. A total of 32% of the capstone course enrollees were working on jobs outside of school without participating in a cooperative education program.

TABLE XIII

MOST IMPORTANT OUTCOME OF CAPSTONE COURSE AS PERCEIVED BY STUDENTS: (Question 7-5)

Questionnaire category	Percent Responding
teaching me good work habits	64
helping me get job after graduation	62
helping me understand job requirements	53
helping me get ready for post-high school	38
helping make the course more meaningful	20
helping me feel more important	17
helping me get ready for apprenticeship	12

TABLE XIV

SUGGESTIONS BY STUDENTS FOR IMPROVING THEIR CAPSTONE COURSES: (Question 7-6)

Questionnaire category	Percent Responding
more employer and businessmen talks	58
more field trips	43
more films and film strips	24
more discussion on how to apply for and hold jobs	17
more individual help from instructor	15
more discussion on apprenticeships	11

TABLE XV

OUTSIDE JOB ACTIVITIES OF CAPSTONE COURSE ENROLLEES
(Question 7-7)

Categories	Capstone Course Enrollees All	Capstone Course Enrollees With Jobs
Percent of all enrollees with outside jobs which are related to their capstone courses:	28	50
Percent of enrollees in cooperative education programs:	24	43
Percent of enrollees who found own jobs:	26	46
Percent of enrollees who like their jobs:	48	86
Percent of enrollees who feel they have job problems with which their teacher could be of help:	2	4

Youth Groups (See Table XVI, page 20)

Thirty-four per cent of all the capstone course students were members of a vocational education club or youth group, and 83% of those students felt that the activities in those clubs or youth groups were important to them as part of their preparation for the world of work. Twenty-six per cent of the students rated their club activity as being very important and 57% as important. Nine per cent of the total capstone course students (25% of the members) indicated that they were required to join the club or youth group.

Vocational Education Image:

Eighty-eight per cent of the students in capstone courses felt that the term "vocational education" is a good one to use in describing the kind of high school program in which they are participating. (See Table XLI, page 55)

Section 3 - The Instructional Program

Each of the 34 schools was asked to form an instructional program committee as part of the evaluation procedure. Membership on these committees represented the school administration, the local vocational education coordinators, the guidance counselors, the capstone teachers, and teachers from non-vocational subject areas. All answers provided for those questions on Form E-6, parts 1, 2, and 3, were reviewed by these committees prior to the data being submitted.

Capstone Courses Offered: (See Table XVII, page 21)

Pilot schools reported a total of 159 capstone courses reimbursed with Vocational Education Act of 1963 funds. The large schools reported 114 funded courses, medium size schools reported 31, and small schools reported 14. (Note: In this evaluation, schools were classified by size as follows: large, 800+ students in grades 9-12; medium, 500-799 students; small, 200-499 students.) There were an average of 5.2 reimbursed capstone courses in large schools, an average of 4.4 courses in the medium schools, and an average of 2.9 courses in the small schools. The largest number of capstone course offerings were in the trade and industry area with 79 courses being offered; 51 courses were offered in office education, 21 in distributive education, 6 in home economics, 1 in agriculture and 1 in health.

Fifty-three per cent of the capstone courses offered were new to the curriculum of the various schools and introduced as part of the pilot school program. The field of distributive education, home economics, agriculture and health generally had all courses which were introduced reported as new to the curriculum. Office education and trade and industry education reported a number of previously offered courses which were modified to meet reimbursement requirements.

In reporting those factors which influenced the school districts to offer the reimbursed capstone courses, the three most prevalent factors, in the order of frequency reported, were: fill an apparent and generally known need, response to a survey of student needs, and response to employment market surveys. (See Table XVIII, page 21) Recommendations by the local school administration, an expressed need by local employers, an expressed interest by teachers, and the desire for financial assistance to obtain needed equipment ranked in that order as the next four most frequently reported factors. In analyzing these factors in terms of the new courses offered, the factors which influenced the offering of new courses were the same as the factors which influenced the offering of all courses. In analyzing the factors which influenced districts to offer modified courses, the influencing factors again conformed quite closely to those influencing all courses except that recom-

TABLE XVII

SUMMARY OF VOCATIONAL EDUCATION ACT REIMBURSED CAPSTONE COURSES OFFERED BY PILOT SCHOOLS

Curriculum Area	Number of Capstone Courses Offered			
	Large Schools	Medium Schools	Small Schools	All Schools
Office Education	33	11	7	51
Distributive Education	18	2	1	21
Trade and Industry	58	16	5	79
Home Economics	4	1	1	6
Agriculture	1			1
Health	—	1	—	1
Total	114	31	14	159
Average number per school	5.2	4.4	2.9	4.8

TABLE XVIII

FACTORS WHICH INFLUENCE DISTRICTS TO OFFER CAPSTONE COURSES (Question 6-30)

Influencing Factors	Percent Reporting		
	All Courses	New Courses	Modified Courses
fills apparent and generally known need	71	74	68
survey of student needs	63	66	60
employment market surveys	61	60	62
local administration recommendation	55	55	56
local employers expressed need	51	62	44
teachers expressed interest	49	42	56
financial assistance needed for equipment	49	46	52
local advisory committee recommendation	40	40	40
State Employment Service indicated need	37	32	42
Department of Public Instruction recommended it	24	28	20

mendations by local school administration and an expressed interest by teachers ranked ahead of the expressed need by local employers. The desire to obtain financial assistance for needed equipment also ranked higher in the reasons for offering modified courses than it did in the reasons for offering all of the courses. Recommendations by the Department of Public Instruction rated last among the factors which influenced decisions to offer new and modified courses.

Among the factors which were the most compelling reasons for offering reimbursed courses, employment market surveys and surveys of student needs ranked the highest. Recommendations by the local administration also rated fairly high.

The instructional program committees were also asked to report courses they offered which met the definition of the capstone course but which were not reimbursed with VEA funds; 41 courses were reported. (See Table XIX, page 23) Large schools reported a total of 28 such courses, medium schools reported 8, and small schools reported 5. The largest number of these non-reimbursed courses were in the office education field where 22 such courses were offered. Nine non-reimbursed capstone courses were offered in trade and industrial education, and there were 3 courses in the home economics area.

Enrollments: (See Table XX, page 24)

Enrollments in reimbursed capstone courses in the pilot schools increased steadily over the three years of the pilot program. There was an increase in enrollments of approximately 500 students during each of the years reported. Increases in enrollments in capstone courses were largest among the large schools; both the medium and small schools indicated some decline in enrollments over the three-year period.

Decreases in enrollments were largely due to some courses being offered during the second year only and not continued. Enrollments in the trade and industry education area generally showed the greatest increase in number of students served. The largest enrollments in the total pilot school program were in the curriculum area of office education, and this was true among all sizes of schools. In the medium and small schools, however, the number served by trade and industry education was almost equal to that served by office education.

Twenty-three of the instructional program committees reported an anticipated increase in the enrollments in capstone courses. (See Table XXI, page 24) Only one committee representing a large shcool reported any anticipated decrease in enrollments. Ten schools indicated that they expected enrollments to stay about the same.

TABLE XIX

NON-REIMBURSED CAPSTONE COURSES REPORTED BY THE PILOT SCHOOLS

	Number Reporting			
Curriculum Area	Large Schools	Medium Schools	Small Schools	All Schools
Office education	18	3	1	22
Distributive education	0	0	0	0
Trade and Industry	5	2	2	9
Home Economics	2	0	1	3
Health	0	0	0	0
Other	3	3	1	7
Total	28	8	5	41
Average number per school	1.3	1.1	1.0	1.2

Student Profiles: (See Table XXII, page 25)

An analysis of students served by the capstone courses reveals that a cross-section of the total student body was represented in such enrollments. In analyzing student enrollees on the basis of reported data available in the schools in terms of scholastic ability, scholastic achievement and senior rank, 66% of all the capstone enrollees were reported as being in the middle 60% of their groups in scholastic achievement and senior class rank. The percentage of students who ranked in the upper 20% on those three categories were as follows: scholastic ability, 17%; scholastic achievement, 16%; senior class rank, 11%. The percentage of student enrollees who were in the lower 20% on those measures was as follows: scholastic ability, 18%; scholastic achievement, 18%; and senior class rank, 23%. Capstone course students generally ranked lower in terms of achievement than in terms of ability.

Instructional program committees were asked to identify those students enrolled in capstone courses who could be designated as "potential dropouts." The absence of a precise definition of a potential dropout led the instructional program committees to designate those students who were fairly overt in terms of this category; 141 students, or 6% of all enrollees, were determined to be "potential dropouts." Eleven per cent of the students enrolled were considered to have personal

TABLE XX

ENROLLMENTS IN VOCATIONAL EDUCATION ACT REIMBURSED CAPSTONE COURSES REPORTED IN THE PILOT SCHOOLS

Curriculum Area	Total Enrollments			Enrollments by Size of School								
				Large			Medium			Small		
	65-66	66-67	67-68	65-6	66-7	67-8	65-6	66-7	67-8	65-6	66-7	67-8
Office Education	1451	1580	1675	1214	1280	1440	139	202	160	98	98	74
Distributive Education	200	231	352	193	201	313		11	30	7	19	9
Trade and Industry	827	1117	1352	706	863	1091	77	197	192	44	57	69
Home Economics	28	78	63		51	63	28	17			10	
Health	—	19	22	—	—	—	—	19	22	—	—	—
Total	2506	3025	3464	2113	2395	2907	244	446	404	149	184	153

TABLE XXI

REPORTED ENROLLMENT TRENDS ANTICIPATED IN THE CAPSTONE COURSES

Enrollment Prediction	Responses by Size of Schools			
	Large	Medium	Small	All
Increase	73%	70%	40%	68%
Decrease	5%			3%
No Change	22%	30%	60%	29%
Total	100%	100%	100%	100%

TABLE XXII STUDENTS SERVED IN CAPSTONE COURSES IN THE PILOT SCHOOLS

	Curriculum Area	No. of Courses	No. of Students	On Job Trg.	Schol. Abil.			Schol. Achvt.			Sr. Rank			Pot. Drop-Outs	Pers. Adj. Probs.	Phys. Hand.	Other Spec Needs
					Up 20%	Mid 60%	Low 20%	Up 20%	Mid 60%	Low 20%	Up 20%	Mid 60%	Low 20%				
10	Clerical	28	618	16	74	423	95	73	397	92	62	395	112	6	29	9	16
13	Secretarial	27	411	11	111	230	25	107	247	19	94	266	19	2	24	4	6
15	Data Proc.	3	107	0	17	76	17	19	71	20	11	88	7	0	5	0	0
	Sub-total	58	1136	27	202	729	137	199	715	131	167	749	138	8	58	13	22
21	Dist. Educ.	16	197	15	28	123	14	27	105	35	19	137	39	4	35	7	19
29	Sales & Serv.	1	16	1	1	15	0	1	14	1	1	14	1	0	3	0	2
	Sub-total	17	213	16	29	138	14	28	119	36	20	151	40	4	38	7	21
31	Auto	15	226	7	21	112	60	9	125	57	4	120	86	35	58	4	4
32	Drafting	9	186	2	40	89	26	31	78	23	15	90	21	12	15	4	20
33	Electricity	8	84	3	23	42	3	17	47	5	13	61	5	8	7	5	2
34	Graphics	10	145	1	17	110	19	13	42	9	9	79	30	14	20	4	1
35	Metals	18	295	1	25	117	76	17	106	58	11	132	120	35	46	5	27
36	Woods	9	149	1	11	94	44	8	105	36	6	99	44	8	20	1	1
37	SJT	1	18	0	5	8	5	0	0	18	0	0	18	15	18	0	0
	Sub-total	71	1103	15	142	572	233	95	503	206	58	581	324	127	184	23	55
51	Home Econ.	4	57	3	7	34	15	11	25	12	2	32	20	2	7	0	0
61	Health	1	22	1	4	18	0	5	17	0	3	17	2	0	3	1	0
	TOTAL	151	2431	62	384	1491	399	338	1379	385	250	1530	524	141	290	44	98
	PERCENT	100%	100%	41%	17%	66%	18%	16%	66%	18%	11%	66%	23%	6%	11%	2%	4%

adjustment problems, 2% had physical handicaps, and 4% had other kinds of special needs. This data would indicate that the capstone courses, while they served a broad spectrum of students in the pilot schools, also served a considerable number of students having special needs.

In analyzing the nature of students served by capstone courses in each of the major curriculum areas, courses in the office education area tended to serve a higher number of students who were in the upper 20% in the three categories of measurement than they did students who were in the lower 20%. Distributive education and trade and industrial education tended to serve a larger proportion of students in the lower 20% particularly when students were rated in terms of senior class rank. In distributive education, twice as many students were in the lower 20% of their graduating class than were in the upper 20%; and in trade and industrial education, 5 times as many students were in the lower 20% of their graduating class than were in the upper 20%.

Follow-up Reports: (See Table XXIII, page 27)

Follow-up reports of capstone course graduates which are part of the required reports for funded courses in the Vocational Education Act of 1963 program were examined as part of the pilot school evaluation; the follow-up reports of students who had graduated in the spring of 1967 were analyzed. Eighty-one per cent of the 1966-1967 graduates, or 4,200 students, were reported in terms of their status on about October 1, 1967. Sixty-six per cent of the graduates were in the labor market in October, 1967; 15% had entered post-high schools; and 14% had entered four-year colleges. Of those who entered the labor market, 77% were employed on jobs which were related to their career objectives and their high school preparation. Twenty-seven per cent of those who entered four-year colleges indicated an enrollment in teacher preparation programs. Nine per cent of the labor market entrants who obtained trade and industrial education jobs had been indentured as apprentices by October 1, 1967.

An analysis of labor market entrants by curriculum areas from which they graduated indicated that 79% of those students who had graduated from office education capstone courses were employed in jobs related to their career objectives; this is the highest level of related employment among the curriculum areas represented. Seventy-one per cent of the students who had graduated from the health occupations course were reported in related jobs. Sixty-five per cent of trade and industry graduates, and 64% of distributive education graduates, were also so employed. Only 31% of students from gainful home economics courses were employed in jobs related to their career objective and preparation area.

TABLE XXIII

FOLLOW-UP REPORTS OF CAPSTONE COURSE GRADUATES

Summary of VEA 63 Required Reports Filed with DPI
Status of Graduates As of October 1, 1967

I. For The School Year 1966-67:

Number of graduates reported	4,200
Percent of graduates reported	81
Percent of graduates reported who:	
entered the labor market	66
entered post-high schools	15
entered four-year colleges	14
Percent of labor market entrants who were employed on jobs related to their career objectives	77
Percent of college-enrolled students who entered teacher-preparation programs	27
Percent of T & I labor market entrants who were indentured as apprentices	9
Percent of reported graduates who entered military service	4
Percent of reported graduates who were unemployed	4

II. Reports By Capstone Course Area (For The School Year 1967):

Area	Number of Graduates	Percent Reported	Percent of Reported Graduates In Labor Market	Percent of Reported Graduates In Post-High School	Percent Employed In Jobs Related To Career Objectives
Office education	3,533	77	67	11	79
Distributive education	336	65	70	30	64
Trades and industry	1,373	93	52	19	65
Gainful home economics	68	70	28	20	31
Health	17	100	58	41	71
Total	5.327	81	66	15	77

School Philosophy:

Instructional program committees were asked to indicate ways in which the capstone courses related to the stated philosophy of purpose of education for their school. Ninety per cent of the instructional program committees were able to establish a positive relationship, and none of the instructional program committees found any conflict between the vocational education capstone courses offered and the stated philosophy or purpose of their schools.

Faculty Participation:

Forty per cent of the instructional program committees reported that faculty members other than vocational education teachers were included in planning committees or were involved in planning meetings for the capstone courses.

Post-High School Relationships:

Ninety per cent of the instructional program committees indicated that provisions had been made for relating capstone courses to the post-high school vocational-technical programs or to the apprenticeship programs. The most common methods of doing this were reported as being a general knowledge by school personnel of the requirements of the post-high school programs, the inclusion of post-high school representatives on advisory committees, and conferences and meetings with post-high school personnel.

Student Benefit:

All of the instructional program committees reported that there were evidences of ways in which students had been personally helped by their participation in the capstone courses. In reporting the ways in which students had been helped, instructional program committees reported a wide variety of evidences. The most common evidence, in the order of most frequently cited, was greater interest by students in their future activities, a better attitude towards school and school work in general, a willingness to assume more responsibility, and increased self-confidence. Improved student personal appearance and improved grades in all of their courses also ranked high among the evidences listed by the committees.

Evaluation:

Ninety-six per cent of the instructional program committees indicated that the capstone courses were evaluated in specific ways as part of the school curriculum. The evaluation of the courses was done most frequently by the use of follow-up studies and through general school evaluation procedures.

Of the 159 reimbursed VEA capstone courses in the pilot schools, instructional program committees expressed a desire to retain 157 (99%)

of all of the courses. The only two courses which were reported as desired to be phased out were in the trade and industrial education area where teacher-supply difficulty was incurred. The desire to expand and modify 112 (71%) of the reimbursed capstone courses was expressed by the committees.

Section 4 - Local Program Coordination

Introduction:

Twenty-three local vocational education coordinators (LVEC's) were employed by the 34 pilot schools. The five pilot high schools in the city of Milwaukee did not employ LVEC's since the central staff performed the coordinating function, and some pilot schools were unable to obtain or retain LVEC's for a variety of reasons. Each LVEC was asked to respond to Form E-4.

The Respondents:

Seventy per cent of the 23 LVEC's served their schools for more than 2 years, and 9% served for less than one year. (See Table XXIV, page 31) Four per cent had served as an LVEC for one year and 18% had served for two years.

Eighty-four per cent of the LVEC's had achieved their master's degree; 13% had master's degrees in office education, 22% in industrial education, 4% in guidance, 13% in administration, 13% in vocational education in general, and 17% in some other subject area. (See Table XXV, page 31) In their baccalaureate degree level of preparation, 7 LVEC's received their degree in office education, 8 in industrial education, 3 in administration and 3 in some other area.

LVEC Employment: (See Table XXVI and XXVII, page 32)

In describing their position in the line and staff organization in their school, 48% of the LVEC's indicated that they report directly to the superintendent of schools, 35% report to the principal of the high school, 4% report to the director of secondary education.

Thirty-nine per cent of the 23 LVEC's reported having four hours or more of released time per day for carrying out their duties and responsibilities as an LVEC; 27% reported 4 hours of released time, 4% reported 6 hours, and 8% reported 7 or more hours. Sixty-one per cent of the LVEC's had less than four hours of released time with 31% reporting 3 hours, 22% reporting 2 hours, and 8% reporting 1 hour. Forty-four per cent of the LVEC's consider the time provided for them to be about right, 57% consider it to be not nearly enough time, and none of them found that they had more time than they needed.

Seventeen of the LVEC's reported that they felt adequately prepared for the LVEC duties. Twenty-two of the 23 respondents supported the desirability of certifying the LVEC position by responding "yes" to the question on drawing up of certification requirements for the LVEC position.

TABLE XXIV

LENGTH OF SERVICE BY LVEC TO THEIR SCHOOLS

Length of Service	Number of LVEC's
2 + years	16
2 years	4
1 year	1
Less than 1 year	2

TABLE XV

DEGREE ATTAINMENT OF LVEC'S

Major field	Number of LVEC's reporting degrees	
	BS	MS
Office Education	7	3
Industrial Education	8	5
Guidance	0	1
Administration	3	3
Vocational Education (general)	0	3
Other	4	4
Total	22	19
Percent	96	84

TABLE XXVI

STAFF PERSON TO WHOM THE LVEC IS DIRECTLY RESPONSIBLE

Person	LVEC's Reporting	
	Number	Percent
Superintendent	11	48
Principal	8	35
Assistant principal	1	4
Supervisor of curriculum	2	8
Other	1	4
Total	23	100

TABLE XXVII

AMOUNT OF RELEASED TIME PER DAY PROVIDED FOR LVEC DUTIES

	LVEC's Reporting	
Number of hours per day	Number	Percent
7 + hours	2	8
6 hours	1	4
5 hours	0	0
4 hours	6	27
3 hours	7	31
2 hours	5	22
1 hour	2	8
Total	23	100

TABLE XXVIII

SOURCES OF INFORMATION ON VOCATIONAL EDUCATION REPORTED BY LVEC'S TO BE MOST HELPFUL

Source of Information	Rank of Helpfulness
Vocational Education Handbook	1
LVEC Bulletins	2
Telephone calls	3
"Regional Roundtables"	4
Summer conferences	5
Supervisory visits	5
Correspondence	6

Department of Public Instruction Relationship:

Eighty per cent of the 23 LVEC's felt that adequate federal financial support was given to the program of vocational education in their schools, and 88% indicated that they were able to get answers from the Department of Public Instruction to questions on vocational education policy when they were raised. All of the LVEC's indicated that directions and information received from the Department of Public Instruction on vocational education policy and requirements were clear and understandable. Sixty-three per cent indicated that the information was received when needed.

In rating various sources of information about vocational education in terms of help to the LVEC's, the Department of Public Instruction Vocational Education Handbook was rated as being most helpful, with LVEC Bulletins and telephone calls rating second and third. (See Table XXVIII, page 33) "Regional Roundtables" conducted by the Department of Public Instruction were rated fourth, with the LVEC summer conferences and individual supervisory visits tied for fifth. Correspondence was also considered to be a helpful source of information.

LVEC Tasks and Responsibilities: (See Table XXIX, page 34)

In perceiving tasks or functions considered to be important among their LVEC duties, LVEC responses rated the preparation of applications for vocational education program approvals first. Preparing claims for vocational education reimbursement and meeting with vocational education

TABLE XXIX

LVEC TASKS RANKED BY AMOUNT OF TIME SPENT ON EACH AND AND COMPARED WITH PERCEIVED IMPORTANCE BY ADMINISTRATORS AND LVEC'S (Questions 4-15 and 5-15)

TASK*	Ranking by amount of time spent by LVEC's	Perceived Importance Ranking By LVEC's	Perceived Importance Ranking By Administrator
Prepare applications for vocational education program approvals (4)	1	1	3
Represent school at SDPI vocational education conferences (3)	2	4	4
Meet with vocational education steering and/or advisory committees (2)	3	2	1
Conduct required follow-up studies for capstone course graduates (11)	3	8	2
Represent vocational education in meetings with guidance counselors (16)	3	8	8
Prepare claims for vocational education reimbursement (5)	6	3	4
Prepare vocational education follow-up reports for the SDPI (10)	6	14	11
Prepare local publicity and public information releases on vocational education program (14)	6	5	13
Contact employers for cooperative education work stations (12)	9	13	6
Prepare written reports for the school administration on vocational education program (15)	9	7	15
Meet with post-high school representatives (19)	9	8	17
Represent vocational education in meetings with general faculty committees (1)	12	8	9
Prepare vocational education enrollment reports for SDPI (9)	12	16	11
Meet with non-vocational educators to discuss vocational education (17)	14	5	13
Place students on cooperative education work stations (13)	15	16	7
Assist with placement of graduates on jobs (18)	15	15	10
Speak to civic or other community groups about vocational education (7)	17	8	16
Visit other schools to observe vocational education programs (6)	18	16	18
Organize vocational education curriculum workshops (8)	19	19	19

*(number in parenthesis is the order in which tasks appeared in the questionnaire item.)

steering and advisory committees were perceived as being next most important. Representing the school district at Department of Public Instruction vocational education conferences was also an important item. The tasks or functions which rated as lowest were organizing vocational education curriculum workshops, placing students in cooperative education work stations, preparing required enrollment reports, and visiting other schools to observe vocational education programs.

In comparing the LVEC perceptions of the importance of the tasks or functions with the perceptions by the administrators, a rather close consistency is evident among the five most important tasks with the exception of conducting follow-up studies--LVEC perceptions ranked that item as eighth. LVEC's considered preparing publicity releases and meeting with non-vocational educators also to be quite important.

In examining the ranking of those items on which the LVEC's spend most of their time, the preparation of applications for vocational education approvals was a substantial first-place item. Other items which took a relatively high amount of time included representing the school district at Department of Public Instruction vocational education conferences, conducting required follow-up studies for capstone course graduates, representing vocational education in meeting with guidance counselors, and meeting with vocational education steering and/or advisory committees. There was a notable consistency in the amount of time spent on tasks compared to the perceived importance of those tasks with the exception of the follow-up studies. Seventy per cent of the LVEC's felt that in their relationship with the total staff of the school they were given authority commensurate with their responsibilities.

Eighty-four per cent of the LVEC's reported that the duties which they handled were appropriate to their jobs, and only 35% indicated that there were duties they had to tend to which they felt they should not have had to perform. Ninety-six per cent of the LVEC's reported that administrative support was given to them when it was needed.

Forty-nine per cent of the LVEC's perceive the LVEC role as being critically important to their school, 35% consider it very important, 18% consider it quite important. No LVEC's reported the role as being not very important and none felt that it should be eliminated.

Community Involvement:

In responding to the question about the advisory and steering committees used in the program, 13% of the LVEC's found them to be extremely valuable, 66% rated them as valuable, and 22% rated them as being of very limited value. None of the LVEC's found the committees to be of no value. LVEC's found their committees to be most helpful in suggesting equipment desired, in reviewing curriculum, and in helping with public relations. Suggesting courses to be offered also rated fairly high. Seventy-nine per cent of the LVEC's reported that the local advisory and steering committees did not hinder nor hold back their program in any way.

LVEC's had frequent contacts with representatives of the Wisconsin State Employment Service. (See Table XXX, page 37) Only 4% of the LVEC's reported having no contact at all, and 35% indicated that they had such a contact 7 times or more; 48% reported 4-6 contacts, and 13% reported 2-3 contacts. The LVEC's found the WSES most helpful in terms of identifying job needs and least helpful in terms of planning for courses or units of study.

LVEC's also had a very high degree of contact with representatives of the vocational-technical and adult schools which relate to their school districts. Sixty per cent reported having a personal contact 7 or more times, 13% had 4-6 contacts, 22% had 2-3 contacts, and 4% had 1 contact. LVEC's found the representatives of the vocational-technical and adult schools to be most helpful in relating courses to post-high school programs and least helpful in terms of relating courses to apprenticeship training.

Seventy-five per cent of the LVEC's reported having contact during the pilot-program period with representatives of organized labor. Twenty-two per cent had contact seven or more times, 22% 4-6 times, 22% 2-3 times, and 9% 1 time. Organized labor was found to be most helpful in terms of identifying job needs and least helpful in terms of planning for courses or units of study.

LVEC's had personal contact with representatives of the state apprenticeship division for purposes similar to those involving organized labor. Seventy-five per cent of the LVEC's reported having contact with the state apprenticeship division; 9% reported 1 contact. LVEC's rated the state apprenticeship division as being most helpful and least helpful with respect to the same items as were organized labor.

LVEC's generally consider themselves to be personally familiar with the post-high school vocational-technical programs in the state; 48% reported being very familiar and 53% somewhat familiar with the programs. All of the LVEC's in the sample had made personal visits to post-high school vocational-technical schools. One hundred per cent of the LVEC's also had personal discussions on vocational education with personnel from those schools; 96% had such discussions during the current school year. Eighty-four per cent of the LVEC's attended meetings at which post-high school vocational-technical programs were discussed. Ninety-six per cent of the LVEC's expressed a need for learning more about post-high school vocational-technical programs.

TABLE XXX

DEGREE OF PERSONAL CONTACT BY LVEC'S WITH VARIOUS COMMUNITY AGENCIES (Questions 4-25 thru 4-29)

Agency	Percent having number of personal contacts				
	1	2-3	4-6	7 or more	None
Wisconsin State Employment Service	0	13	48	35	4
Local Vocational-Technical & Adult School	4	22	13	61	0
Organized Labor Groups	9	22	22	22	25
State Apprenticeship Division	9	31	26	9	25

Section 5 - Local Administration

Introduction:

School administrators in the pilot schools were asked to respond to survey questions on form E-5. The superintendent of the school district and the high school principal were the ones to whom the questionnaire was directed.

The Respondents:

Sixty school administrators responded to form E-5; 26 were superintendents of schools, 31 were high school principals, and 3 held other administrative posts. Thirty-six of the respondents had been in the pilot schools in an administrative role during the entire period of the pilot school program; seven had been in that role for less than one year.

Fifty-four of the sixty administrators had four or more years of experience in high school administration. None had been an administrator for less than one year.

Federal Financial Support for the Program:

Eighty per cent of all the school administrators felt that the federal financial support given to their pilot program was adequate. Principals as a group responded with a higher percentage, 94%, to the adequacy of federal financial support. Ninety-five per cent of all the administrators felt that the use of federal funds following the priority of expenditures as developed by the Department of Public Instruction was effective in their local program.

LVEC Utilization: (See Table XXXI, page 39)

Administrators from 85% of the pilot school districts indicated that an LVEC had been or was being used. The line-and-staff organization was referred to; in 52% of the schools the LVEC reports to the superintendent of schools; and in 32% of the cases they report to the principal of the high school. Seven per cent of the LVEC's report to a department head, and 8% report to some other administrative person.

In judging the importance of the LVEC role, 33% of all the administrators indicated that the role is "critically important" while 56% rated it "very important." Eleven per cent considered it "quite important," and none of the administrators rated the role as being "not important" or "unimportant." Thirty-seven per cent of the principals rated the LVEC role as "critically important" and 52% rated it "very important."

Sixty-five per cent of all the administrators felt that their LVEC's were well-prepared and had no major deficiencies. Seventy per cent of all

TABLE XXXI

UTILIZATION OF LOCAL VOCATIONAL EDUCATION COORDINATOR'S IN THE PILOT SCHOOLS
(Questions 5-8 thru 5-12)

	Percent of School Districts
Districts utilizing an LVEC:	85
LVEC's who report to:	
superintendent:	52
principal:	32
department head:	7
others:	8
Administrators who consider the LVEC role to be:	
critically important:	33
very important:	56
quite important:	11
Administrators who felt LVEC had no major deficiency:	65
Administrators who felt LVEC could have been better utilized:	70

the administrators felt that the LVEC might have been better utilized in their pilot program; 65% of the principals responded in that way.

In rating the important tasks of the LVEC's, administrators generally considered meeting with vocational education steering and advisory committees, conducting required follow-up studies for capstone-course graduates, and preparing applications for vocational education program approvals to be the three most important tasks of the LVEC. Their perception of the important tasks compared favorably with that of the LVEC's; however, in the conducting of required follow-up studies for capstone course graduates LVEC perception ranked that task as eighth compared with a rank of second by administrators' perceptions. The three major tasks as perceived by school administrators were the same three tasks on which the LVEC's reported spending most of their time.

The preparation of claims for vocational education reimbursement was also considered to be a major task of the LVEC by both administrators and LVEC's. Administrators generally did not consider the following to be as important as did the LVEC's: preparing local publicity and public information releases on vocational education, preparing written reports for the school administration on the vocational education program, and meeting with post-high school representatives.

General:

Ninety-seven per cent of all the school administrators felt that adequate state supervisory assistance had been given to their local program by the Department of Public Instruction. Supervisory visits and the writing of evaluation reports were noted as part of that effort.

Eighty-four per cent of all the school administrators felt that the high school faculty in general of their school district had accepted the place of vocational education in the total high school program. Eighty-seven per cent of the principals concurred in this observation.

Ninety per cent of all the school administrators felt that the vocational education program now available in their schools was effective in serving the needs of students who were not preparing to enter a four-year college; 10% felt it was very effective, and 10% considered it not effective. Principals, as a group, rated their program's effectiveness slightly lower: 12% felt it was very effective, 75% felt it was effective, and 12% considered it to be not effective.

Ninety-two per cent of the local administrators felt that they were kept well-informed of progress and developments in terms of their local vocational education program. Eighty-four per cent of the principals shared this feeling. Methods by which they were best kept informed were through written reports and conversations with their LVEC's.

Section 6 - The Advisory Committees

Introduction:

Questions relating to the utilization of advisory committees were distributed throughout a number of the questionnaires (Forms E-4, E-5 and E-6). In particular, however, the instructional program committees were asked to give information about their advisory committees on Form E-6, Part 2, and the chairmen of the advisory and steering committees were asked to respond to questionnaire Form E-8. A requirement of the evaluation was that the person responding to the advisory committee chairman's survey questionnaire Form E-8 be someone not employed by the school district, and some chairmen therefore did not qualify. Seventy-nine advisory and steering committee chairmen responded.

Advisory and Steering Committees Used: (See Table XXXII, page 42)

Instructional program committees reported in response to question 6-10 a total of 85 advisory and 5 steering committees as being used in the pilot school program. The large schools used 58 advisory committees (68%), medium schools used 22 committees (26%), and the small schools used 5 committees (6%).

Five steering committees were used; four by the large schools and one by medium schools. Five advisory committees also represented all the curriculum areas and served a steering committee function.

The advisory committees were used in all of the basic curriculum areas. (See Table XXXIII, page 42) An analysis of the 85 advisory committees shows the following number in each curriculum area: trades and industry, 40 committees (47%); office education, 15 committees (17%); distributive education, 12 committees (14%); home economics, 7 committees (8%); office education-cooperative education, 4 committees (4%); office education and distributive education, 1 committee (1%); multiple curriculum areas, 5 committees (6%).

Committee Representation:

Seventy per cent of the advisory and steering committees were appointed during the early stages of the pilot school program; 25 were appointed in 1965 and 29 in 1966. Twenty-five per cent were appointed in 1967 and five per cent in 1968.

Respondents to the questionnaire reported a total of 494 meetings during the pilot school program with 312 of those meetings (63%) occurring during the last one and one-half years of the program. Three respondents reported no meetings of their committees.

Seventy-five per cent of the respondents represented management on their committees. Seven per cent represented labor or employers, 6% represented education and 9% represented some other group.

TABLE XXXII

NUMBER OF ADVISORY AND STEERING COMMITTEES USED BY PILOT SCHOOLS

Number of Advisory Committees:	
Large Schools	57
Medium Schools	22
Small Schools	5
Total	85

Number of Steering Committees:	
Large Schools	4
Medium Schools	1
Small Schools	0
Total	5

TABLE XXXIII

UTILIZATION OF ADVISORY COMMITTEES BY THE PILOT SCHOOLS

Kind of Committee	Number	Per cent of all advisory committees
General	5	6
Office Education	15	17
Office Education Coop	4	4
Distributive Education	12	14
Office Education-Distributive Education	1	1
Trades and Industry	40	47
Home Economics	7	8
Health	1	1
Total	85	98

Twenty-nine of the 79 committee chairmen (37%) had served on their committees for three or more years, 42% had served for 2 years, and 18% had served for one year. Thirteen of the respondents had served as chairmen for three years or more, while 50 had served up to two years.

Thirty of the respondents (16%) reported that the committee they represented served both the post-high school level of vocational education and the high school level of vocational education.

Ninety-one per cent of the committee chairmen felt that their committee needed a more desirable cross-section of representation from the employing community to which the committee related. In indicating what changes in representation should be undertaken, more management representation and more labor or employer representation were the major categories of change desired.

Committee Purpose and Utilization: (See Table XXXIV, page 44)

Ninety-eight per cent of the chairmen reported that the function and purpose of their committee had been clearly defined by the pilot schools. Eighty-seven per cent of the chairmen felt their committees were effectively utilized in the program, and 95% felt that their committee was important to the local program.

Local vocational education coordinators also perceived the local advisory and steering committees to be important to their local school program and indicated the following degree of value to their programs: 13% rated them extremely valuable, 65% rated them valuable, and 22% indicated that they were of very limited value. None reported the committees to be of no value.

Administrators in general indicated that they felt their advisory committees had been used effectively, although written comments by various respondents to many open-ended questions in the survey indicated a real need for improving the effective usage of local advisory committees in general. In spite of this fact, administrators perceived their local advisory or steering committees to be used to good advantage (a response by 57% of the administrators) and of being beneficial to the school district (a response by 85% of the administrators).

Instructional program committees and committee chairmen responded separately to the question relating to the purpose and function of the committees. (See Table XXXV, page 45) Instructional program committees listed advice on courses of study as a major purpose of function of the committee, with the identification of job needs and requirements and the recommendation of new curriculum as also being important. Helping to publicize the program and advising on equipment were the most frequently suggested purposes and functions by instructional committees. Committee chairmen also felt that giving advice on courses of study was their most important purpose and function, and they agreed that the identification of job needs and requirements was also important. Making recommendations for new curriculum, advising on equipment, and helping to publicize

TABLE XXXIV

PERCEPTIONS OF THE IMPORTANCE OF THE UTILIZATION OF ADVISORY AND STEERING COMMITTEES IN THE LOCAL PROGRAMS

A. Per cent of chairmen who reported that they considered the function and purpose of their committee had been clearly defined by the pilot schools: 98

B. Per cent of chairmen who felt that their committees were effectively utilized in the program: 87

C. Per cent who felt their committee was important to the local program: 95

D. Per cent of LVEC's who considered the local advisory and steering committees to be of value to the school program:

Degree of Value	Percent Response
Extremely valuable	13
Valuable	65
Very limited value	22
No value	0

E. Per cent of administrators who perceive their local advisory or steering committee to be utilized well:

Utilization Rating	Percent Response
Used to good advantage	67
Beneficial to school district	85

(Note: Comments by various respondents to many open-end questions in this survey indicated a real need for improving the effective usage of local advisory committees in general. Although this in a sense is refuted by the above data, the comments perhaps indicate a need for helping others to be more effective with committees which are not easily used.)

TABLE XXXV

PURPOSES AND FUNCTIONS OF COMMITTEES AS REPORTED BY SCHOOLS AND MOST IMPORTANT TASKS REPORTED BY COMMITTEE CHAIRMEN*

Purpose, function of task	Per cent reporting	
	Schools	Chairmen
Recommend new curriculum	29	26
Identify job needs and requirements	35	35
Help publicize program	24	13
React to suggestions for new programs	13	5
Advise on equipment	24	13
Advise on course of study (revision, etc.)	53	40
Other	32	19

(*Purposes, functions and tasks were not listed in the questionnaire; a tabulation of open-end responses appear above.)

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programs were the next most frequently listed among the important tasks of the committees as perceived by committee chairmen. There was a consistent perception of the purposes and functions of committees by both the instructional program committees which represented the schools and the advisory committee chairmen who represented the committees themselves.

Committee Accomplishments: (See Table XXXVI, page 47)

Principal committee accomplishments were reported by both the instructional program committees and by the chairmen. The instructional program committees rated help with public relations and the giving of general support to the program as the top two principal accomplishments. In addition, they reported the giving of advice on equipment, the recommending of new curriculum, and help with improving courses of study as important contributions to the program. Advisory committee chairmen considered their recommendations for new curriculum and their help with improving courses of study to be their most important accomplishments. In addition, they reported their committee's helping with public relations, giving advice on equipment, and giving assistance and advice to teachers as being important. Neither the instructional program committees nor the advisory committee chairmen indicated coordination with labor groups as being a major accomplishment of the committee.

Local vocational education coordinators perceived the local advisory and steering committees as being of help to the program in the following ways: (See Table XXXVII, page 47) 78% indicated that suggesting desired equipment was the principal accomplishment of the committee, while 73% rated help with public relations and reviewing curriculum as being most important. Fifty-one per cent of the LVEC's rated suggesting courses to be offered as a major area of assistance.

Relationship to Cooperative Education:

Fifty per cent of the advisory committee chairmen reported that the local program to which their committee related utilized the cooperative education method. Ninety-five per cent of these chairmen felt that this was an important part of the local program, and 50% of the committee chairmen who indicated that the cooperative education method was not used felt that it should become a part of their local program in the future.

Relationship with Capstone Course Teachers: (See Table XXXVIII, page 47)

The capstone course teachers generally indicated a positive perception of the importance of the advisory and steering committees to their local program, and 57% of the teachers indicated that they had personally met with the committees. Of those who met with advisory committees, 94% felt that they had benefitted from the meetings. Of those who did not have an opportunity to meet with advisory committees, 88% felt that they would have benefitted from the meetings. Fifty-seven per cent of the capstone course teachers had the results of advisory committee meetings and committee recommendations communicated to them, generally by their LVEC.

TABLE XXXVI

PRINCIPAL COMMITTEE ACCOMPLISHMENTS AS REPORTED BY SCHOOLS AND CHAIRMEN

Accomplishment	Per cent reporting	
	Schools	Chairman
Helped with public relations	34	14
Gave general support to the program	30	6
Gave advice on equipment	21	12
Recommended new curriculum	20	17
Helped improve courses of study	19	16
Gave assistance and advice to teachers	17	11
Coordinated with labor groups	5	1

TABLE XXXVII

WAYS IN WHICH LVEC'S PERCEIVED LOCAL ADVISORY AND STEERING COMMITTEES AS HELPING THE PROGRAM

Ways of Helping	Per cent Response
Suggested equipment desired	78
Reviewed curriculum	73
Helped with public relations	73
Suggested courses to be offered	51
Suggested course prerequisites	43
Helped revise or draw up courses of study	43

TABLE XXXVIII

EXTENT TO WHICH CAPSTONE TEACHERS RELATED WITH LOCAL ADVISORY COMMITTEES

Relationship of Teachers	Per cent Response
Per cent who met with committees:	57
Per cent of those who met with committees who felt they benefited from the meetings:	94
Per cent of those who did not meet with committees who felt they would benefit from the meetings:	88
Per cent who report that results of meetings and committee recommendations are communicated to them:	67

Section 7 - The Capstone Course Teachers

Introduction:

All of the teachers of capstone courses were asked to respond to survey questionnaire Form E-9; a total of 143 responses were received.

The Respondents:

Of the 143 respondents, 36% taught in the office education area, 48% in industrial education, 14% in distributive education, 3% in home economics, and 1% in health. Only 18% of the teachers had taught high school for 2 years or less, and 39% had taught for 10 years or more. Thirty-four per cent of the teachers had taught the capstone course for one year, 24% had taught it for 2 years, and 36% indicated they had taught the capstone course for three years. Seventy-four per cent of the teachers consider themselves adequately prepared to teach the capstone course.

Fifty-seven per cent of the capstone course teachers felt that the amount of time provided for instruction in the course they taught was adequate. Thirty-eight per cent of the capstone teachers had responsibility for placing students on jobs for part of the training in their course. In rating the professional courses or experiences which helped to prepare them for this part of their assignment, related work experience was the most important factor reported by capstone teachers. Professional courses in their subject area were also considered to be important. Fifty-five per cent of the capstone teachers who had responsibilities for placing students on jobs found that the time provided for those duties was adequate to accomplish the important tasks involved.

Use of Field Trips: (See Table XXXIX, page 49)

Field trips were reported as a planned part of the capstone course activity by 74% of the respondents. Of the teachers who planned field trips as part of their program, all consider them to be important; 49% rated the field trips as being very important. Of those teachers who did not conduct field trips, 98% felt that field trips should be taken as part of a capstone course activity.

The principal objectives of the field trips as stated by those teachers who conduct field trips are to acquaint students with employment situations, teach students about specific jobs, and to teach students about a specific industry.

Of those teachers who did not conduct field trips, the principal reasons for not doing so were difficulty encountered in making arrangements and school policy which does not permit field trips to be taken.

TABLE XXXIX

USE OF FIELD TRIPS AS PART OF THE CAPSTONE COURSE INSTRUCTIONAL PROGRAM

A. Per cent of teachers who report field trips are planned: 74

B. Per cent of teachers who use field trips who feel the trips to be important to achieving the course's objectives:

very important: 49
important: 51

C. Per cent of teachers who do not conduct field trips but who feel that they should be part of the course: 98

D. Principal objectives of the field trips as stated by teachers:

acquaint student with employment situations
teach students about specific jobs
teach students about an industry

E. Principal reasons for not taking field trips as stated by teachers:

difficulty in making arrangements
school policy doesn't allow it

Teaching Work Attitudes and Habits:

Special activities in the capstone courses which help students to meet a vocational objective were identified by capstone course teachers. The most frequently listed activity was the class assignment where skills are employed on equipment that is used which is similar to that found in business and industry (68% of the respondents). The use of field trips, resource people, individual instruction, and youth groups also were mentioned among the special activities or features of the course which help to achieve the vocational objective.

Section 8 - The Program in General

Introduction:

Various questions of a similar nature relating to general aspects of the operation of the high school vocational education program were included in several questionnaires in the pilot school evaluation. A summary of the responses to those questions by the various respondents are summarized and grouped in this section; the questions were asked of guidance directors, school administrators, and advisory committee chairmen.

Needs and Problems in Vocational Education:

Five groups of respondents were asked questions concerning the greatest needs in vocational education today, the major problems of vocational education today, and suggestions for improving vocational education in various ways. These were open-end questions and required written responses; a variety of answers were given by the respondents. The responses were grouped into categories, and eight categories emerged as being of major concern by the respondents as a whole. Each of the following paragraphs discusses one of these categories (not in order of importance).

1. "Improved communication at the state and local level." Most of the respondents referred to a need for better communication at both the state and local levels. Guidance directors in particular felt a need for being better informed on program operation and development. The school counselors, LVEC's, and school administrators also gave considerable emphasis to the need for improving communications generally.

2. "More program direction and coordination." The need for a better overall coordination of program activities was expressed by all groups of respondents with the LVEC's in particular underscoring this need. The need for better overall coordination was reported most frequently in terms of improvements needed at the local level of program operation. LVEC's expressed a need for more state-level direction in the area of curriculum development for capstone and sequential courses.

3. "Expansion of present programs and an increase in the number of courses offered." All groups of respondents referred to the need for expanding the present program as well as for offering additional and more varied vocational education courses in their schools. This need was referred to most frequently by guidance directors and school administrators. Developing programs which will better serve students with special needs, including high school dropouts, was also referred to by all groups responding and was a particular concern for including more students in the total program.

4. "An improved image for vocational education." An improved image for the vocational education program was the most frequently cited need

in vocational education today by all groups. Guidance counselors and LVEC's, in particular, indicated a need for attention to this problem; school administrators and advisory committee chairmen also gave it considerable emphasis.

The attitude by parents toward vocational education was considered to be a major problem by school administrators and guidance directors. All of the other responding groups also cited parental attitudes as one of the major problems in vocational education.

The attitude of students and school faculty was also cited as one of the major problems, and school administrators and guidance directors in particular noted this. LVEC's and school counselors also expressed student and faculty attitudes to be among the major problems.

A better general awareness of the need for vocational education was cited in particular by guidance directors and LVEC's, and advisory committee chairmen also indicated this as one of the great needs in vocational education today.

5. "Securing qualified teaching personnel." A shortage of teaching personnel was cited by all groups as being the number one, major problem in vocational education today. Almost 50% of the LVEC's referred to this as a major problem, and a relatively high percentage of guidance directors, school administrators, and advisory committee chairmen also referred to this as a major problem. Obtaining qualified staff members, in general, for the vocational education program was also a major concern expressed by LVEC's and school administrators.

6. "Scheduling and programming students." The scheduling and programming of students into vocational education courses was cited by all responding groups as one of the major problems in vocational education. LVEC's in particular referred to this as a major problem, with school administrators and school counselors also expressing a real concern for this problem. Guidance directors also gave it considerable emphasis.

7. "Providing needed facilities for vocational education." Providing adequate and desirable facilities for the vocational education program ranked as the second most-major problem and was cited by all responding groups as one of the major problems in vocational education today. LVEC's and school administrators in particular cited this as a major need, and it was also perceived as being quite important by advisory committee chairmen, guidance directors, and school counselors.

8. "Funds needed for the support of the vocational education program." The provision of sufficient funds for the vocational program ranked as the third most-frequently cited among the major problems in vocational education today; this problem and need was referred to by all responding groups. School administrators in particular cited this as a major problem, and LVEC's and advisory committee chairmen also gave it considerable emphasis.

Evidences of Interest in Vocational Education:

All responding groups listed a variety of evidences of interest in or concern for vocational education since the introduction of the pilot school program. Increased enrollments in vocational education courses and more student inquiries about vocational education were the most frequently cited evidences by the respondents; LVEC's and school administrators in particular cited those as evidences of increased interest. In addition, all groups noted a better student attitude toward vocational education courses, and all groups noted more discussion among faculty members concerning the subject of vocational education. LVEC's and administrators particularly referred to the increase in discussions by school faculty on the subject of vocational education.

Guidance directors and school counselors referred to the expressed appreciation by students for the opportunity to enroll in vocational education courses, and both of those responding groups also reported an increase in student applications for vocational-technical schools.

Better student attitudes towards vocational education courses and an improvement in grades received in all subjects taken as part of their program was also reported as evidences by all responding groups. LVEC's, administrators, and school counselors in particular made note of this evidence.

Post-High School Involvement: (See Table XL, page 53)

Four responding groups were asked to report the extent to which they were familiar with post-high school vocational-technical schools and had an involvement with personnel from those schools relating to their district. Guidance directors, school counselors, LVEC's, and school administrators responded to these questions.

Guidance directors indicated the highest degree of familiarity with post-high school vocational-technical programs, but all responding groups indicated a high degree of familiarity with them. School administrators were generally less familiar with these programs than were the other responding groups.

The extent of personal visits to post-high school vocational-technical schools was very high; 100% of the LVEC's, 97% of the guidance directors, and 85% of the school counselors had made personal visits to those institutions. Personal discussions with post-high school personnel were held by 100% of the LVEC's, 97% of the guidance directors, and 96% of the school counselors.

Meetings at which post-high school vocational-technical programs were discussed were attended by 85% of the school counselors, 80% of the LVEC's, and 54% of the guidance directors.

TABLE XL

INVOLVEMENT OF PILOT SCHOOL PERSONNEL WITH POST-HIGH SCHOOL PERSONNEL

Extent to which pilot school personnel are familiar with post-high school vocational-technical programs in this state. (Questions 1-15; 2-16; 4-30; 5-16)

	Percent of Responses			
Extent	Guidance Directors	Counselors	LVEC's	Admin.
Very Familiar	69	49	48	26
Somewhat Familiar	31	49	52	64
Unfamiliar	0	2	0	10

Percent of individuals who made personal visits to post-high school vocational-technical schools. (Questions 1-16; 2-17; 4-31)

Guidance Directors	Counselors	LVEC's
97	85	100

Percent of individuals who had personal discussions on vocational education with personnel from a post-high school vocational-technical school. (Questions 1-17; 2-18; 4-32)

Guidance Directors	Counselors	LVEC's
97	96	100

Percent of individuals who attended meetings at which post-high school vocational-technical programs were discussed. (Questions 1-18; 2-19; 4-33)

Guidance Directors	Counselors	LVEC's
54	85	80

Percent of individuals who expressed a need for learning more about post-high school vocational-technical school programs. (Questions 1-19; 2-20; 4-34; 5-27)

Guidance Directors	Counselors	LVEC's	Admin.
85	94	83	80

Although the involvement of pilot school personnel with post-high school programs was considerable, and although the responding groups indicated a high degree of familiarity with those programs, an extremely large proportion of persons in each responding group expressed a need for learning more about the post-high school vocational-technical programs. Ninety-four per cent of the school counselors, 85% of the guidance directors, 83% of the LVEC's, and 80% of the administrators expressed the need to learn more about post-high school vocational-technical programs.

The Image of Vocational Education: (See Table XLI, page 55)

All groups responding to evaluation questionnaires, except the instructional programs committee, were asked to respond to questions which related to the image of vocational education in their schools.

In responding to the question of whether the term vocational had a negative connotation among various groups in their school or community, a majority of the guidance directors, LVEC's, and school administrators felt that this was true among the students. A majority of the guidance directors, LVEC's, and capstone teachers felt that this was true for faculty members. A majority of all respondents, with the exception of capstone teachers, felt that there was a negative connotation relative to vocational education among parents; 47% of the capstone teachers felt this way.

None of the responding groups had a majority who felt that there was a negative connotation among employers. LVEC's and advisory committee chairmen had the greatest number of persons who felt that there was some negative connotation among employers; the per cent of persons so responding in each group was 40% and 35%, respectively.

Each responding group tended to feel that there was a problem with a negative connotation among the general public, with a majority of LVEC's, school administrators, and advisory committee chairmen expressing this concern.

Fifty-two per cent of the LVEC's felt that a negative connotation was held by school counselors, but only 38% of advisory committee chairmen, 39% of capstone teachers, and 26% of the administrators shared that concern.

A majority of all the groups who responded to the question relating to whether or not "some students might hesitate to enroll in a course because it is considered vocational" responded "yes." Seventy-five per cent of the LVEC's, 69% of the guidance directors, 62% of the advisory committee chairmen, 60% of the administrators, and 55% of the counselors feel that students might hesitate to enroll in a course because it is considered vocational.

Expressing themselves on whether or not they felt that the term "vocational education" was a desirable one to use in the high school program, most responding groups generally indicated that it was not desirable. A majority of the guidance directors, school administrators, and LVEC's felt that the term was not desirable, while 35% of the school counselors, 40% of the advisory committee chairmen and 47% of the capstone teachers

TABLE XLI

THE IMAGE OF VOCATIONAL EDUCATION IN THE PILOT SCHOOLS

The extent to which various respondents felt that the term "vocational" has a negative connotation among various groups in their school or community. (Questions 1-26; 2-12; 4-40; 5-27; 8-21; 9-22)

	Percent of "yes" respondents by categories of respondents					
Groups	Guidance Directors	Counselors	LVEC's	Admin.	Adv. Comm. Chairmen	Capstone Tchrs.
Students	50	44	64	55	49	45
Faculty	50	32	84	47	47	63
Parents	63	52	68	64	60	47
Employers	3	7	40	10	35	14
General Public	45	36	60	53	52	45
Counselors	NA	NA	52	26	38	39

Percent of respondents who felt that some students might hesitate to enroll in a course because it is considered "vocational". (Questions 1-27; 2-13; 4-41; 5-38; 8-22)

Guidance Directors	Counselors	LVEC's	Admin.	Adv. Comm. Chairmen
69	55	75	60	62

Percent of respondents who felt that the term "vocational education" was not a desirable one to use in describing the high school program. (Questions 1-28; 2-14; 3-20; 4-42; 5-29; 7-9; 8-22; 9-23)

Guidance Directors	Counselors	Sophs. & Seniors	LVEC's	Admin.	Capstone Students	Adv. Comm. Chairmen	Capstone Tchrs.
50%	35	11	72	52	12	40	47

also felt that the term was not a desirable one to use in describing the high school program. Students, however, disagreed on that point.

The random sample of sophomores and seniors and the sample of capstone course enrollees were notably different in their perception of the term "vocational education," and only 12% of the capstone students felt that the term was undesirable and only 11% of the sample of sophomores and seniors found it to be undesirable. An analysis of the response by students from various geographical areas of the state indicated relatively little difference among five major sections of the state. The students simply did not share the concern of the adult groups.

Terms Suggested as Alternatives to "Vocational Education":

In suggesting terms that might be used as an alternative to "vocational education," only a small percentage of those respondents who felt the word to be undesirable suggested any terms for possible use. The term most suggested was "technical," and "career" and "occupational" also were suggested by a number of respondents.

Expansion of the Vocational Education Program to all High Schools in the State:

Five groups of respondents were asked to express themselves on the desirability of expanding the type of vocational education programs developed in the pilot program to all high schools in the state. The extension of the program to all high schools in the state was given a majority vote by all groups of respondents. Seventy-nine per cent of the advisory committee chairmen, 75% of both the school counselors and the school administrators, 73% of the LVEC's, and 68% of the guidance directors supported such an extension.

Among the reasons expressed by those who felt it should not be extended to all schools in the state were concerns with the providing of adequate financial support, the securing of qualified staff-teachers, and the difficulty which might be encountered in providing a realistic program of vocational education courses on the part of smaller school districts and those districts having a high proportion of college-bound students. No concern was expressed over the desirability of serving students in the comprehensive high school with vocational education programs.

PART II

THE CONCLUSIONS

A. General Program Structure and Operation

1. The pilot school program developed esprit among participating schools.

2. The eight-week institute conducted in the summer of 1965 was effective in helping to develop local leadership for vocational education.

3. Instructional program committees do not find a philosophical conflict between the vocational education program and their school's stated purpose or philosophy of education.

4. Evidence available at this time indicates that the capstone course concept is very desirable and serves program objectives in a realistic and desirable manner.

5. Expansion of the program of high school vocational education to all schools in the state is supported by a majority of all personnel who responded to the pilot school survey.

6. Supervisory services of the DPI vocational education staff which were provided during the pilot school program were felt to be adequate by the school administrators.

7. Pilot school visits by SDPI vocational education staff were mutually beneficial and were an important part of the total pilot school activity.

8. The annual review of high school vocational education programs for funding purposes helps to strengthen the local programs.

9. The decision to assign top priority for funding purposes to the pilot schools resulted in adequate financial support for them.

10. The utilization of funds in the pilot program was good and helped to accomplish the purposes of the pilot school program.

11. Some pilot schools made efforts towards establishing joint school programs--however, only one such program was established by pilot schools.

12. Small schools found a need to join together to make it possible to offer needed programs of vocational education to their students.

13. The requirement of a career objective for capstone course enrollees is a valid and desirable part of the program if the necessary preliminary activities are provided which help students to make a career objective decision.

14. Students in general feel a need for more vocational education offerings in their schools.

15. Assisting students in terms of job placement is given low priority in terms of tasks to be accomplished by the guidance directors, the school counselors, and the LVEC's.

16. Follow-up studies reflect the extent to which students sought further education, obtained work, or were employed in the areas in which they were prepared.

17. Personnel in the pilot schools express a concern for and an interest in knowledge of where graduates go following their high school graduation.

18. Most pilot schools follow up all students after graduation but do so during the first year after graduation only.

19. State-level curriculum area advisory committees established by the DPI serve the pilot program well.

20. There is an expressed need for a state-level, overall advisory or coordinating committee for the high school vocational education program.

21. The self-evaluation which was conducted as part of the pilot school program was an effective experience for the pilot schools.

B. Vocational Education Image and Program Impact

1. The visibility of the pilot program in terms of other educators in the state was very good.

2. The image of vocational education is expressed as needing improvement by most respondents to survey questionnaires although this was not expressed by the random sample of students or by the capstone course students in the pilot schools.

3. The need for an increased emphasis in the providing of public information relative to vocational education is expressed by a variety of respondents.

4. Public relations for the individual pilot schools are excellent judged by a variety of newspaper and other media responses to the program.

5. A variety of program brochures which help to interpret the total vocational education program offered by the schools were developed as part of the program.

6. Pilot school programs increased the interest in vocational education among various groups in the schools; this was evident by an increase in enrollments, by increased student inquiries about vocational education, by improved student attitudes towards vocational education and school, and by increased faculty discussion of vocational education.

7. Administrators report that the general faculty of their schools have accepted vocational education as part of the secondary school curriculum.

8. Capstone course teachers generally perceive the pilot program as being sound and consider it generally successful in meeting the stated objectives of the capstone courses.

9. Most advisory committee chairmen consider the program to be important to the employing community.

10. Administrators feel that the instructional program is failing to reach a sufficient number of students.

11. The pilot school program helped to draw closer together the various vocational education departments in the pilot schools.

12. There is a positive impact on curriculum areas other than those in vocational education in the pilot schools particularly in terms of helping to relate other subject matter to vocational education.

13. Sequential courses were strengthened as part of the total pilot program; there is evidence of an increased articulation between junior high school and high school courses related to vocational education.

14. Advisory committee chairmen generally perceive the pilot program as being successful in terms of meeting student needs.

15. Capstone courses serve a representative sample of students with a wide range of scholastic ability; however, the achievement level of these students as reported on achievement test data and senior class rank is slightly lower than the reported scholastic ability; some capstone courses serve a large number of students with special needs including a substantial number of students identified as potential dropouts.

16. Although the capstone courses serve a variety of students, there are still groups of students who need to be served through instructional programs which involve additional occupational fields, which are specifically designed for disadvantaged youth, and which reach students not now served by the present instructional programs.

17. Enrollments in the capstone courses over the three-year period show a steady increase particularly among the larger schools; some decreases in enrollments in capstone courses are noted among the medium and small schools.

18. Most pilot schools predict an increase in the enrollments in capstone courses for future years.

19. Participation in the cooperative education programs gives students a status within their schools that is of significance to the individual student.

20. The tendency to give advanced placement to high school vocational education capstone course graduates in related post-high school programs is increasing.

C. Guidance and Counseling

1. Guidance directors and counselors generally feel that the overall guidance program of their schools, as well as the vocational guidance program, is satisfactory; counselors rate the program of occupational counseling a little lower.

2. Administrators, LVEC's and capstone teachers generally feel a need for an improved guidance and counseling program.

3. Guidance directors plan to improve the vocational guidance aspect of their guidance and counseling programs primarily by using more group counseling sessions and by helping all counselors improve their knowledge of occupations.

4. Additional counselors, or time for counseling, is the number one suggestion by guidance directors and counselors for improving the overall guidance and counseling program.

5. Counselors in the pilot schools, although they place an emphasis on helping students with college entrance matters, place a considerable time emphasis on vocational counseling.

6. Pilot schools use a variety of tests which are administered to students for a variety of purposes; many schools include the GATB test as part of their program and about half of the pilot schools use that test prior to the 12th grade.

7. An introduction to vocations class is not commonly offered in the pilot schools as a separate subject.

8. An introduction to vocations is provided in pilot schools through various classes and group guidance activities.

9. Vocational guidance in the pilot schools is generally introduced in grades 7, 8, and/or 9.

10. Students in general express a need for more occupational information.

11. Most students want more information than they have had concerning job requirements and employer demands.

12. Students express a need for more information on which to make valid choices of courses available to them.

13. Most students begin giving job preparation serious consideration prior to or at the ninth grade.

14. About one-half of the counselors find that the LVEC is of help to them in terms of their counseling assignment.

15. Parents and school counselors, in that order, are most helpful to students in terms of providing information about which school courses to take and in terms of helping students make plans for activities following high school graduation.

D. Community Involvement and Interaction

1. Utilization of advisory committees was deemed important by all personnel responding to the pilot school survey instruments.

2. Administrators report that the advisory committees are important in the program and generally felt that they had been put to good use but feel that the functioning of advisory committees could be improved by establishing regular meetings and increasing their involvement during the developmental period of a program.

3. Advisory committee chairmen feel that their committee's participation in the program was important.

4. Advisory committee chairmen consider their committee's primary tasks to be identifying job needs and requirements and assisting with curriculum.

5. There is generally expressed need by most groups for a better involvement and improved utilization of advisory committees in the high school vocational education programs.

6. Advisory committees were most helpful in suggesting desired equipment, assisting with public relations, and reviewing curriculum; little was done in terms of evaluation.

7. A number of advisory committees used by high schools represent both the high school and the post-high school vocational education program.

8. Advisory committee chairmen generally desire a better representation of the employing community on their committees.

9. Capstone course teachers view the advisory committees as being important and feel they would benefit from meeting with the advisory committees although the results or recommendations of advisory committees are communicated to the capstone course teachers.

10. There is an expressed need for advisory committees at various levels of program development to provide information such as labor market data.

11. Cooperative education programs draw the business community into the school's program in an effective and meaningful way.

12. Outside resource persons were utilized by most capstone course teachers to supplement classroom instruction.

13. Most capstone course students expressed a need for more contact with outside resource persons as part of their preparation for employment.

14. Capstone course teachers expressed a need to use resources outside of their own classroom teaching and their students also felt that this was desirable.

15. Guidance directors and counselors had a personal involvement with post-high school personnel and feel a need for learning more about post-high school programs.

16. LVEC's were in close contact with the Wisconsin State Employment Service primarily in identifying job needs.

17. LVEC's had a good deal of contact with the vocational, technical and adult schools and these contacts primarily involved curriculum matters.

18. LVEC's had some contact with organized labor primarily in terms of relating programs to apprenticeships and job needs.

19. LVEC's had some contact with the state apprenticeship division especially in terms of relating programs to apprenticeship and job needs.

20. The pilot school program was effective in promoting an increased involvement of high school and post-high school personnel for a variety of reasons.

21. Most groups responding to the evaluation survey forms expressed the need for additional knowledge of post-high school programs although they were somewhat familiar with them.

E. Instructional Programs

1. A majority of the pilot schools were successful in their efforts to develop a comprehensive program of vocational education.

2. The small schools generally did not develop a comprehensive program of capstone courses.

3. Most of the pilot schools offer fairly standard vocational education courses among their capstone offerings. However, distributive education is a curriculum innovation for Wisconsin high schools and the use of the cooperative education method was new to the pilot schools.

4. Several non-pilot schools developed types of exemplary programs not found among the pilot schools; this was especially true in the areas serving students with special needs and in joint-school participation programs.

5. Instructional programs offered are based on student needs and interests as well as employment needs.

6. Many courses were altered and expanded as part of the pilot program; a greater number of courses, however, were offered new as part of the pilot program.

7. It is generally felt important that instructional programs be based on real employment opportunities.

8. All of the pilot schools indicate a desire to retain the capstone courses which were introduced and most schools wish to expand or improve on them.

9. Instructional programs in home economics and health occupations are generally not included among the capstone courses offered by the pilot schools.

10. Vocational education capstone courses contribute to the general education of the students enrolled.

11. The random sample of sophomores and seniors perceived a variety of courses as helping to prepare them for jobs following high school graduation.

12. Administrators of the pilot schools express confidence that their teaching staffs are well-qualified for this program.

13. Selection methods employed by pilot schools generally produced teachers who feel they are qualified to handle their teaching assignments in the vocational education program.

14. Teachers of capstone courses consider their related work experience to be the most important part of their special preparation for handling their responsibilities in the on-the-job training of students.

15. Teachers of cooperative education consider their most important responsibility to be bridging of the gap between the school and the job through their coordination activities.

16. Teachers of cooperative education capstone courses report the placement of students on jobs for training purposes as a primary function of their job.

17. The time provided for coordinating teachers using the minimum formula of released time suggested for the pilot program provides adequate time for the coordinating function.

18. The obtaining of satisfactory cooperative education work stations is among the difficulties encountered by pilot schools.

19. The capstone course structure which in general provides a double-period of instruction is adequate in providing sufficient time for instructors to be effective and efficient in meeting program objectives.

20. On-the-job training experience is part of many of the capstone courses offered by the pilot schools.

21. Capstone course teachers feel that the field trip is very important in helping to expose students realistically to the world of work.

22. Capstone course teachers feel that skill practice provided on realistic equipment is very important in helping to meet the vocational objectives of the capstone course.

23. Capstone course teachers employ a variety of individual instructional methods in their courses.

24. Capstone course teachers employ a variety of methods in their attempt to teach proper work habits and attitudes to capstone students but emphasize class discussion and high standards for individual assignments in so doing.

25. Project-method capstone courses were not given the same in-depth effort as were cooperative education programs; the project-method program is not yet well-understood by educators.

26. Capstone course students perceive their courses as helping them to become prepared for jobs, particularly through the teaching of good work habits.

27. Relatively few students in capstone courses are exempted from any of the required courses for graduation by their schools.

28. Student participation in the capstone course program does not preclude their gaining entrance into colleges and universities.

29. A high percentage of capstone course graduates entered the employment market upon graduation from high school and were employed in areas related to their capstone course; a significant percentage of capstone course graduates entered post-high school vocational-technical programs.

30. Apprenticeships are made available to high school boys who are in the second semester of their senior year--a number of boys were so indentured during the past year.

31. Among the students enrolled in capstone courses there are more who are working on non-cooperative education jobs than are working on cooperative education jobs; most students indicate that they like the jobs which they now hold.

32. Many students who are enrolled in capstone courses belong to a vocational youth group and most consider it to be an important part of their instructional program.

33. The majority of students who do not enroll in vocational education courses fail to do so because (in order of reasons stated): they feel college prep courses to be more important, the kind of vocational course they want isn't offered in their school, and they lack room in their schedule.

F. Administration

1. The personnel structure as conceived for staff persons in the pilot schools was sound (utilization of the LVEC, coordinating-teachers, school counselors, etc.).

2. The line and staff structure of the LVEC role is varied and depends upon the local school situation.

3. Administrators without exception consider the LVEC to be very important to the program.

4. The administrators and the LVEC's are consistent in their perception of both the important and lesser important tasks of the LVEC.

5. Administrators are generally kept well-informed of local program developments, primarily by the LVEC's.

6. Generally the LVEC's are given authority in their schools that is commensurate with their assigned tasks.

7. Most LVEC's are provided with one-half day of released time but most consider this to be inadequate in light of tasks which had to be accomplished.

8. DPI staff members kept the LVEC's well-informed and generally developed a good system of communication with local schools.

9. The Vocational Education Handbook which was developed by the DPI is the most important source of program information for LVEC's

10. The scheduling and programming of vocational education is among the problems faced by pilot schools.

11. One of the great needs of vocational education is the securing of qualified staff members who have related work experience.

PART III

THE RECOMMENDATIONS

The State Evaluation Committee reviewed all data and included the following preface. The experiment of the past three years has appeared to the State Evaluation Committee to be very successful, and it now appears desirable to make every effort to more broadly extend the program to other public high school in the state. Because it has achieved its basic objective, this present pilot program of comprehensive vocational education at the high school level should be officially terminated on June 30, 1968. Each of the present pilot schools should continue to participate in the on-going high school vocational education program but on the same basis as all other non-pilot schools.

Based on the findings and conclusions of the pilot program, the following recommendations are made:

A. Vocational Education--General

1. Vocational education for high school students in the State of Wisconsin should be developed on the high school level within the framework of the comprehensive high school.
2. A statement of the philosophy of vocational education for the State of Wisconsin showing the relationship of high school and post-high school programs should be developed jointly and endorsed by the SDPI and the SBVTAE.
3. The term "vocational education" should continue to be used to describe high school capstone courses and the effort to project the new image of the program should be intensified.
4. Additional federal and state funds to be used for the support of high school vocational education programs should be sought and secured.
5. The articulation of high school and post-high school programs should be encouraged and present efforts strengthened.
6. The role of general education in the development of vocational education students is important, and efforts to better articulate the activities of academic and vocational education courses should be increased.

B. Vocational Education--Local Program Development

1. The capstone concept for high school vocational education should be continued and its implementation encouraged.
2. The pattern of program development in the pilot schools (LVEC preparation, planning time for the LVEC and others involved in the program, SDPI vocational education supervisory in-progress visits, and evaluation) should be followed by all high schools.

3. Schools desiring to participate in the high school vocational education program should be required to submit a local plan for vocational education that will lead towards a balanced program of vocational education within the comprehensive high school; provision should be made in the plan for some experimental activities.

4. The services of an LVEC should be available to each school prior to its becoming involved in a high school vocational education program; the LVEC may be employed within the local school district or might relate to the school district on an area or CESA basis.

5. The job description of the LVEC should be revised in light of the evaluation findings and the experiences in the pilot schools; certification standards should be developed as soon as possible.

6. Advisory committees for local programs should be appointed and operable prior to the submission of a program application to the SDPI and should be required for instructional program funding (this needs to be a committee which relates to the local program but may be one which operates at a district, regional, CESA, or area level).

7. A more effective use of advisory committees should be accomplished through inservice and preservice activities for teachers, administrators, and LVEC's.

8. The development of vocational education facilities should be done with the involvement of local and state vocational education personnel in the very early planning stages of new facilities; vocational education personnel should participate in the establishment of criteria for needed facilities for the vocational program.

9. Guidance and counseling in terms of career development and occupational pursuits should be strengthened for all high school students and supported as part of the general program of the school.

10. Vocational and career guidance activities for all counselors should be encouraged rather than the utilization of specialized vocational counselors.

11. Assistance in job-seeking activities should be provided by each school for students at the time they graduate to help them make contact with desirable job situations.

12. A random sample study of students beyond the first year of employment should be encouraged and made part of the on-going evaluation of instructional programs.

13. An evaluation of instructional areas should be made an integral part of the on-going program and should be done periodically; the SDPI should make available materials for this purpose or recommend materials which can be used to provide an in-depth evaluation in individual instructional areas.

C. Vocational Education--Instructional Programs

1. Instructional programs in new and emerging occupational areas should be established.

2. Courses of instruction in other than the basic instructional areas, as well as other innovative programs, should be tried out through additional pilot programs.

3. Instructional programs should be organized around clusters of occupations rather than around specific occupations with the purpose of expanding students' employment opportunities.

4. Clusters of occupations should be closely related and should be taught in courses by teachers who are vocationally qualified in the basic instructional areas involved; assistance should be provided as necessary by lay personnel who are competent in the occupations for which the program is aimed. The use of non-professional, job competent personnel in capstone courses to supplement professional classroom teaching should be encouraged.

5. Additional programs should be provided for students with special needs, especially potential dropouts; job-oriented instruction should be provided for them at the earliest time feasible.

6. The concept of the employing community to which local programs relate should include a realistic picture of where students are employed following their graduation from high school.

7. Instructional programs should provide sufficient time in addition to that normally provided for classroom teaching for capstone courses which involve setup and cleanup time and/or which have a high degree of individual instruction required.

8. Cooperative education should be used in as many programs in as many communities as practicable.

9. Comprehensive instructional materials centers should include materials for vocational education and should be established to complement the development of comprehensive programs and the provision of individual instruction.

D. Vocational Education--State Program

1. The general concept of priorities of expenditures used in the pilot school program should be continued.

2. Priorities in administering state funds for high school programs should be directed towards comprehensive programs of vocational education with courses covering at least five different occupational areas; programs should reflect student interest and abilities as well as labor market needs.

3. State Department supervisory staff should be increased in such ways as to permit the attention required to help guide and direct the orderly development of vocational education in high schools throughout the state as well as to maintain a high quality in programs which are already established.

4. A state advisory committee should be appointed by the Department of Public Instruction to help coordinate and direct the overall program of high school vocational education in Wisconsin.

5. Attempts should be made to make available employment data on state, regional and area levels to high school districts.

6. Programs utilizing the project method or simulated job experiences should be encouraged, developed and refined through a cooperative effort of SDPI supervisory personnel and teacher educators.

7. A demonstration program should be considered for the development of joint school programs, particularly programs involving groups of smaller schools having limited numbers of students who might enroll in capstone courses.

8. Work should be done with school districts having "inner core" situations in developing job-related programs; special funding should be provided for this purpose.

9. State curriculum guides should be developed in each instructional area--these should include the sequential as well as the capstone courses; these guides should not set out a state curriculum but should be designed to guide and complement local effort in establishing vocational education curricula and should be consistent with curriculum development in the state as a whole.

10. Youth group activities should be strengthened through teacher education and through inservice for teachers; the integration of youth group activities into the instructional programs should be accomplished.

11. A state-level resource center on occupational information available for counseling and guidance should be developed.

12. School counselors should have occupational experience outside of teaching as a basic certification requirement in addition to an involvement in courses or workshops designed to impart knowledge of the world of work.

13. The general pattern of evaluation used for the pilot school program is sound and should be adapted for use in periodically evaluating the overall program of vocational education in other schools; some provision should be made for also including parents, the lay public, and non-vocational teachers in the evaluation.

Appendix 1.

List of Pilot Schools

Appleton West Senior High School
Beaver Dam Senior High School
Eau Claire Memorial Senior High School
Eau Claire North Senior High School
Franklin Senior High School
Green Bay Southwest High School
Horicon Senior High School
Hurley J. E. Murphy Senior High School
Kenosha Bradford Senior High School
Madison West Senior High School
Markesan Senior High School
Menomonie Senior High School
Milwaukee Custer Senior High School
Milwaukee Marshall High School
Milwaukee Pulaski Senior High School
Milwaukee South Division Senior High School
Milwaukee West Division Senior High School
Monona Grove Senior High School
Muskego Senior High School
Oconomowoc Senior High School
Oshkosh Senior High School
Plymouth Senior High School
Portage Senior High School
Pulaski Senior High School
Richland Center Senior High School
St. Croix Falls Senior High School
Shawano Senior High School
Spooner Senior High School
Superior Senior High School
Tomah Senior High School
Union Grove Union High School
Wabeno High School
Wausau Senior High School
Wisconsin Rapids Lincoln High School

Location of Schools:

in 29 Wisconsin municipalities,
in 21 counties throughout Wisconsin,
in 14 (of 19) CESA districts,
and in industrial and non-industrial areas

Geographic distribution of schools:

Northwestern Section: 8
Southwestern Section: 6
Northeastern Section: 6
Southeastern Section: 14

Number of schools by high school enrollment:

200-500: 5
500-700: 6
700-1000: 6
1000-1500: 4
1500-2000: 4
over 2000: 9

Appendix 2.

Pilot Program Timetable

February, 1965 - Statewide meetings to dicuss role of Wisconsin high schools in Vocational Education Act programs

March, 1965 - Announcement by State Superintendent of Public Instruction of pilot program

April, 1965 - Selection of 34 pilot schools based on written applications and state staff visitations

April, 1965 - Selection of Local Vocational Education Coordinators (LVEC's) by pilot schools

June-August, 1965 - Eight-week training program for LVEC's during U.W. summer session

September, 1965 thru-June, 1967 Local planning and program development in pilot schools; state staff visitations

September, 1966 thru-June, 1967 Local program implementation; continued local planning; state staff observation visits; appointment of steering committee for the evaluation

September, 1967 thru-June, 1968 Local program implementation; continued local planning; pilot program evaluation activities as follows:

- Sept.-Dec., 1967 - development of evaluation instruments & procedures and acceptance by steering committee
- February, 1968 - administration of self-evaluation by pilot schools
- March, 1968 - pilot school visits by Evaluation Review Teams
- April, 1968 - processing of evaluation data
- May, 1968 - State Evaluation Committee study of data
- June, 1968 - State Evaluation Committee's conclusions and recommendations accepted by DPI and presented to pilot school administrators

June 30, 1968 - Official close of the pilot school program

Appendix 3.

State Steering Committee for the Evaluation of the Pilot High School Program in Vocational Education

Mr. Everett W. Marg
LOCAL VOCATIONAL EDUCATION COORD.
Oshkosh High School
Oshkosh, Wisconsin

Mr. John Gallagher
PRINCIPAL
Memorial High School
Eau Claire, Wisconsin

Mr. John J. Goldgruber
CHAIRMAN, NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS
502 State Street
Madison, Wisconsin

Mr. Rex L. Liebenberg
SUPERVISOR OF SECONDARY SCHOOLS
Department of Public Instruction
Madison, Wisconsin

Dr. Glen Eye
PROFESSOR OF EDUCATIONAL ADMINISTRATION
University of Wisconsin
502 State Street
Madison, Wisconsin

Dr. Harland E. Samson
ASSOCIATE PROFESSOR OF BUSINESS AND
DISTRIBUTIVE EDUCATION
University of Wisconsin
Madison, Wisconsin

Dr. J. Kenneth Little
CO-DIRECTOR, CENTER FOR STUDIES IN
VOCATIONAL AND TECHNICAL EDUCATION
Social Science Building
University of Wisconsin
Madison, Wisconsin

Mr. Ralph Onarheim
SUPERVISOR OF VOCATIONAL GUIDANCE
Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, Wisconsin

Mr. John R. Plenke, Administrator
Vocational and Technical Education
STATE BOARD OF VOCATIONAL, TECHNICAL
AND ADULT EDUCATION
1 West Wilson Street
Madison, Wisconsin

Mr. Gene A. Rowland, Commissioner
INDUSTRIAL COMMISSION OF WISCONSIN
Hill Farms State Office Building
Madison, Wisconsin

Miss Geraldine Marchant
WISCONSIN STATE AFL-CIO
Executive Director, Wisconsin
Federation of Teachers
7230 West Capital Drive
Milwaukee, Wisconsin

Mr. Stanley Spencer, Chief of
Technical Services
WISCONSIN STATE EMPLOYMENT
4802 Sheboygan Avenue
Madison, Wisconsin

Mr. Robert A. Ristau, Administrator
VOCATIONAL EDUCATION PROGRAM
Department of Public Instruction
Madison, Wisconsin

Mr. William Spears
Superintendent of Schools
Appleton Public Schools
Appleton, Wisconsin

Appendix 4.

State Evaluation Committee

Mr. Gene Lehrmann
Assistant Director
Board of Vocational, Technical
and Adult Education

Dr. Robert Swanson*
Dean of the Graduate School
Stout State University

Mr. Reinhard Hein
Superintendent of Schools
Waukesha Public Schools

Mr. Russell Retzak
Staff Representative
Milwaukee County Labor Council

Mr. Robert Mott
Public Relations Department
Kimberly-Clark Corporation

Mr. Robert Ristau
Administrator
Vocational Education
Department of Public Instruction

(* elected chairman by the committee)